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ABSTRACT

This document consists for all 44 issues of this brief newsletter issued from its inception September 1, 1991 through its final issue, January 11, 1993. This newsletter provides information and support to groups in the AMERICA 2000 program (i.e., a program in which local groups encourage the adoption of the six National Education Goals, develop a community-wide strategy to meet the goals, design a report card to measure progress, and plan for and support a New American School in the community). Typical topics addressed include: (1) upcoming and past satellite town meetings focused on specific goals or issues; (2) upcoming and past workshops; (3) corporate participation; (4) activities of local groups; (5) award-winning schools; (6) relevant proposed legislation; (7) the New American Schools Development Corporation design teams; and (8) the role of libraries. (KRN)

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AMERICA 2000

Number 1-44 Sep 1991-Jan 1993

NUMBER 1, WEEK OF SEPTEMBER 1, 1991 U.S. DEPARTMENT OF EDUCATION

ED354006

AMERICA 2000 is on the move...

There are a thousand good ways to become a part of AMERICA 2000. Our nation's greatness is based on the simple fact that not only is every individual different, but every state and every community in America is different too. The AMERICA 2000 framework recognizes that what your community wants to be, and how you get there, is totally up to you and your neighbors.

The President has challenged every neighborhood, town and city in the nation to become an AMERICA 2000 community by adopting the six National Education Goals; developing a community-wide strategy to achieve them; designing a report card to measure results; and planning and supporting a "break the mold" New American School.

Together, we can meet the ambitious goals the President and the nation's governors have set for us. It will happen one community at a time, one AMERICA 2000 Community at a time.

Lamar Alexander

Lamar Alexander
Secretary of Education

AMERICA 2000 Hotline

We're ready to help. More than 2,500 people called last week for information about AMERICA 2000.

1-800-USA-LEARN

In D.C. Metropolitan Area (202) 401-2000

IR 034 382

States sign on to education strategy; President Bush addresses nation

This week Maine, Maryland, Nebraska and the city of Omaha will join AMERICA 2000. Also, President Bush gave a "State of American Education" speech September 3 in Maine, where he launched MAINE 2000 with Gov. John McKernan (R).

"Momentum is building," said Michael Jackson, the head of AMERICA 2000 at the U.S. Department of Education. "We are here to help all communities as they plan their own efforts and find their own ways of transforming their schools."

On August 22, Oregon joined Colorado as one of the first states to accept the AMERICA 2000 challenge to transform its schools, community by community.

"Oregon is ready to make dramatic changes....to meet the state's ambitious benchmark for our schools and our students," said Oregon Governor Barbara Roberts (D).

This week Maine, Maryland, Nebraska and the city of Omaha will join AMERICA 2000.

Education Secretary Lamar Alexander lauded Oregon's leader for taking "bold bipartisan action" to help each community achieve the National Education Goals.

"Oregon 2000 is the way for Oregon to help itself over the next several years move toward the National Education Goals, but to do it Oregon's way," Alexander said.

Other recent AMERICA 2000 activities are:

▲ TULSA 2000 was launched August 23. Sen. Don Nickels (R), Mayor Roger Randle (see *States*, on reverse.)

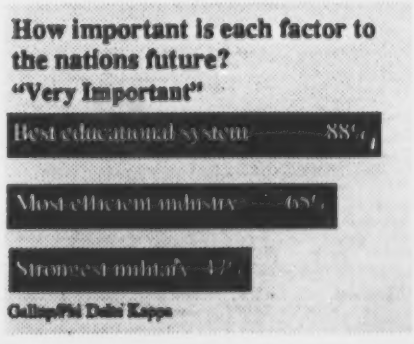
Public strongly supports AMERICA 2000

By overwhelming margins, the American public supports the six National Education Goals and virtually every aspect of AMERICA 2000, a new national survey shows.

According to the 1991 Gallup/Phi Delta Kappa poll, which is recognized as the most comprehensive survey of American attitudes on education issues, the public is solidly behind the Bush administration strategy.

Among the poll's major findings:

Accountability—By a margin of better than 3 to 1, the public favors "report cards" showing how much progress schools are making in reaching the National Education Goals.
(see *Support*, on reverse.)



Support continued

American Achievement Tests—77 percent of the people favor national tests to measure academic achievement.

Choice of Schools—By nearly a 2 to 1 margin, Americans favor allowing students and parents to choose which public schools the students attend.

Rewarding teachers—69 percent of the public favor rewarding particularly effective teachers.

Extending the school year and the school day—For the first time, the poll found that a majority of Americans—51 percent—favor extending the school year. The public is split on whether to lengthen the school day. Forty-eight percent of the people oppose the idea while 46 percent are in favor of it.

Notes...

- ▲ The President will join Education Secretary Alexander and the nation's governors on September 4 for the first **AMERICA 2000 Daily Conference Call**. Each day Secretary Alexander will listen in as Governors and other AMERICA 2000 leaders report progress toward the National Education Goals.
- ▲ MARYLAND 2000 will be launched on September 5 by Governor Donald Schaefer (D) and legislative leaders, with the help of the First Lady, four cabinet secretaries, and Deputy Secretary of Education David Kearns. On the same day, Secretary Alexander and five other cabinet secretaries will join Governor Ben Nelson(D), education and business leaders to kick off NEBRASKA 2000 and OMAHA 2000.
- ▲ A recent USA Today poll found that 28 out of 37 governors support the AMERICA 2000 strategy and think it will work.

and Quotes:

- ▲ OREGON 2000 is "intended to get people thinking differently before we spend money," says Oregon Governor Barbara Roberts(D).
- ▲ The **Memphis Commercial Appeal** writes that being a part of AMERICA 2000 "will be much more than a 'feather in the cap.' It will be a chance to do something concrete about reform instead of just talking about it."
- ▲ Ted Marchese in **Change**: "AMERICA 2000 could be education's chance for a breakthrough."

States continued

and Secretary Alexander attended the kickoff.

▲ The Oklahoma City Education Round Table met Aug. 23 to consider plans for OKLAHOMA CITY 2000.

▲ COLORADO 2000 Communities are following up the launch of COLORADO 2000 and the statewide teleconference by holding community town meetings to begin developing a strategy and a report card for measuring progress toward the goals.

▲ LEHIGH VALLEY 2000 was formed August 16 by the Lehigh Valley Business-Education Partnership.

▲ TheBrenham Education Strategy Team introduced AMERICA 2000 to Brenham, Texas. The team plans to adopt the National Education Goals and create a New American School.

▲ The New American Schools Development Corporation met August 26 and 27 in the first of three design conferences to solicit input on the bidding process the corporation will use to select design teams. The teams will help communities create "break the mold" schools for tomorrow's students. More than 500 scholars, business people, civic leaders and educators attended the first session. A second will be held Sept. 13 in Los Angeles.

For more information about the design competition, write the corporation at 1000 Wilson Boulevard, Suite 2710, Arlington, Virginia 22209.

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AMERICA 2000

NUMBER 2, WEEK OF SEPTEMBER 15, 1991 U.S. DEPARTMENT OF EDUCATION

A Sampling of News Excerpts on AMERICA 2000 and Related Subjects

From The Omaha World Herald, Sept. 5, 1991

Cabinet Members Carry Praise, Pleas to Schools

Presidential Cabinet members received a short course in Omaha educational programs Thursday as local and federal authorities launched efforts to achieve President Bush's education goals.

Education Secretary Lamar Alexander and four Cabinet colleagues spent the morning visiting innovative education programs in Omaha, a city touted by Bush as a model for others.

"We're impressed with what you're doing," Alexander told Gov. Nelson and Mayor Morgan.

The Cabinet secretaries watched and participated in various innovative programs around the city.

Transportation Secretary Samuel Skinner attended classes in engineering and technology at North High School.

Labor Secretary Lynn Martin joined students at Metropolitan Community College's Fort Omaha campus for discussions on job interviewing and the working world.

Housing and Urban Development Secretary Jack Kemp examined the educational efforts of South Side Terrace public housing.

Agriculture Secretary Edward Madigan taught a class at Sacred Heart Catholic School.

From The Washington Post Sept. 6, 1991

In Miami Beach, an experiment with the classroom atmosphere

MIAMI BEACH, Fla. — At South Pointe Elementary School, the desks are never aligned in neat rows. No classroom is completely walled off. All classrooms have a television set, computer, telephone and a rocking chair in the reading corner.

Each student at South Pointe will be assigned to one of four "communities," a school within the school, and spend all of his or her elementary years there. "We want to have an atmosphere like home," said Beth Rosenthal, a third-grade teacher.

South Pointe opens here today under joint management of the Dade County School Board and Education Alternatives Inc., a for-profit company based in Minnesota. But the partnership, believed to be a first in public education, is not the only radical experiment in the classroom as the 1991-92 school year begins.

Many of the reforms at work in American schools are on a smaller scale than in the past: Educators have shifted from trying to change the system to changing schools one at a time.

President Bush has incorporated the school-by-school approach into his education plan, which seeks business support to design 15 model schools suitable for the next century. A separate component of the plan, announced in April, proposes more immediate federal funding of more than 535 existing schools that would become models.

In one recent sign of the growing popularity of experimental schools, more than 300 educators, consultants and business representatives attended a conference in Arlington, Va., last week for information on designing schools for the next century. Because of the interest, two more conferences are planned.

OMAHA2000

The Omaha 2000 logo... Omaha and the state have agreed to carry out the America 2000 plan.

From The Washington Times Sept 6, 1991

First lady delights a school audience

ELLICOTT CITY — The Bush and Schaefer administrations sent two of their biggest guns — the first lady and the governor — to a Howard County elementary school yesterday to heap praises on new education initiatives.

Mrs. Bush, the governor and a host of Cabinet-level officials visited Ellicott City to praise Maryland's education program, an outgrowth of the president's America 2000 plan.

Mr. Schaefer took his Schools for Success proposals and adapted them for the America 2000 program, winning the praise of the Bush administration. The Maryland program includes increasing parental involvement and making schools more accountable by giving them periodic report cards.

From The Lewiston Sun-Journal, Sept. 4, 1991

McKernan kicks off Maine 2000'

LEWISTON — Maine joined Colorado Monday as a model for a new national effort to remake how American children are educated by the start of the next century as Gov. John R. McKernan ushered in the Maine 2000 program.

After President George Bush urged Lewiston High School students to set higher goals and called for parents to become more involved in education, McKernan said the Maine 2000 program will unite "sometimes disjointed efforts" to provide the quality education needed for Maine and the nation to compete in world markets.

McKernan, along with U.S. Education Secretary Lamar Alexander and Maine education leaders, met with reporters in the high school following the president's speech to call attention to Maine 2000, an offshoot of Bush's new national program, America 2000.

But McKernan and Maine Education Commissioner Eve Bither said they hope such changes can be implemented at "minimal" cost.

Bither said state reforms adopted in 1984 were a first step, and the Maine 2000 program reflects a "more sophisticated effort" to continue improving education.

As of Aug. 30, the state had designated 18 school systems as Maine 2000 communities/schools. They include Lewiston, School Administrative District #36 in Livermore Falls and SAD 15 in Gray.

These systems have created teams to coordinate efforts to improve their curriculum, adopted the six national goals set by Bush in his America 2000 strategy and began designating strategies to meet those goals.

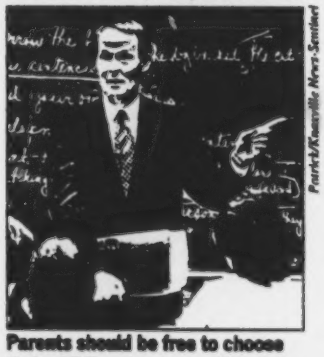
From *Parade Magazine*, Sunday, Aug. 25, 1991

WHAT CAN YOU DO IN YOUR COMMUNITY?

Here are some suggestions from Secretary of Education Lamar Alexander:

1. START WITH YOUR OWN CHILDREN. Have you spent 15 minutes in a conversation with your child today (the national average)? Read to the child? Discussed right and wrong and religion? Played together? Gone somewhere together? Listened? Hugged? Checked on homework? School attendance? Monitored (and limited) TV watching?

2. FIND OUT HOW CHILDREN—ESPECIALLY YOURS—ARE GROWING UP TODAY. Go sit in the back of a classroom, quietly, for three hours (ask permission first, of course). Visit the juvenile judge, the hospital neonatal care center, the police station. Watch six hours of cable television in one day, including MTV. Visit your child's teachers, and then compare notes.



Parks/Knoxville News-Sentinel

Parents should be free to choose their child's school, says Alexander.

3. ASK YOUR SCHOOL PRINCIPAL THESE QUESTIONS: Is this school drug-free? Violence-free? What are your goals? Your academic standards? Do you have a report card that measures to world-class standards how well my child is learning English, math, science, history, geography? How are the social needs of the children met so they do not become a barrier to improving academic achievement?

4. ASK YOUR LOCAL SCHOOL BOARD: Do I have a choice of schools? Is my school open from 6 a.m. to 6 p.m. and in the summer for those who want it? Have you adopted the National Education Goals (see page 7) for this community's schools? What are you doing about implementing these goals? How can I help?

5. HELP YOUR COMMUNITY. Accept President Bush's challenge to make your school district an America 2000 Community, which means: 1) Adopt the National Education Goals. 2) Develop a community-based strategy to meet those goals. 3) Develop a report card to measure progress toward those goals. 4) Create at least one of the New Generation of American Schools. For more on how to do this, call 1-800-872-5327 (in Washington, D.C., call 401-2000).

From the Tulsa World, August 24, 1991

Tulsa Named America 2000 City

Tulsa became the second America 2000 city in the nation Friday during a visit by U.S. Education Secretary Lamar Alexander.

Jim Barnes, chief executive of Mapco, and Dave Hentschel, chief executive of Occidental Petroleum and Gas Corp., will head Tulsa 2000.

While in Tulsa, Alexander talked to parents and students at the Student Training and Reentry Center, or Star Center, at Tulsa Vo-Tech's Lemley Campus.

The program includes a nine-week program for dropouts that gives the former students training and counseling to get them back in school or in the work place, said Director Leslie Hale.

Star Center programs are among several area projects credited with lowering the Tulsa area dropout rate, said U.S. Senator Don Nickles. He noted the number of dropouts in Tulsa County fell more than 40 percent last year.

From The Tennessean, August 30, 1991

Stars, students say dropouts off key

Country stars, government officials and students celebrated yesterday the debut of *Let's Open Up Our Hearts*, a recording whose proceeds will benefit many students in the United States, but not in Tennessee.

Money from the sale of the video or recording will go to the Cities In Schools program, the largest non-profit organization in the nation devoted to preventing students from dropping out. The program, which includes 30,000 students, is not yet used by school systems in Tennessee.

"I was tired of people talking about what we had to do, but nobody was doing it," says Hoss Burns, the WSIX disc jockey who founded project HOSS (Help Our Schools Survive).

He got music industry friends together and they donated time, talent and equipment to make the record, which includes solos by Garth Brooks, K.T. Oslin, George Jones, Lee Greenwood and many others.

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AMERICA 2000

NUMBER 3, WEEK OF SEPTEMBER 22, 1991 U.S. DEPARTMENT OF EDUCATION

AMERICA 2000 NEWS IN BRIEF...

President to Address Students

On October 1, President Bush will speak to the nation's school children about the six National Education Goals. The address will be televised live nationally by CNN and PBS and broadcast by Mutual Broadcasting and NBC Radio at 12:10 p.m. EDT from Alice Deal Junior High School in Washington, D.C. The nation's school principals have been notified of the address and are urged to broadcast it via television or through the school's public address system.

The nation's governors have been invited to follow the President's broadcast with one of their own.

First Lady and AMERICA 2000

During the past two weeks, First Lady Barbara Bush has participated in three AMERICA 2000 activities—the kickoff of MAINE 2000 on September 3, the launch of MARYLAND 2000 on September 5 and an AMERICA 2000 daily conference call on September 11. During the call, she asked Dr. James Comer of Yale University how he is able to gain the support of families who belong to the Comer Schools—more than 150 model schools that focus on the developmental needs of low-achieving children. Comer said, "We created a governance and management team that brought parents, teachers, and administration all together." Comer added that they planned a comprehensive school plan for that entire year, and, in working together, developed a stake in it.

AMERICA 2000, Community by Community

A Conversation with AMERICA 2000 Community Leaders

On Tuesday, September 10, several AMERICA 2000 community leaders from Tennessee, Nebraska and Colorado, spent a day in Washington as participants in the shooting of a new Department videotape on how to organize AMERICA 2000 communities.

During a break in the shooting, Bill Gibbons, Nancy Bogatin and Allan Wade (MEMPHIS 2000); Connie Spellman and Thomas Harvey (OMAHA 2000); and Cathie Zarlingo (COLORADO 2000) joined U.S. Secretary of Education Lamar Alexander and other Department officials in a lunchtime discussion about organizing AMERICA 2000 Communities.

Following are excerpts from discussions during the day's activities:

On Getting Started...

Cathie Zarlingo: Our directive in Colorado came from Gov. Roy Romer, who was chairman of the governors' panel on education. We decided this was a worthwhile opportunity for communities from the grassroots on up to look at the educational goals to adapt them the best way that they could for each community. We pulled together religious leaders, the hispanic community, the black community — everyone we could — into a steering committee. Our focus was goal by goal. We came up with a list of people who could impact each goal. We came up with about three hundred people to go into the governor's teleconference that he held this summer. And through that teleconference we asked people to step forward and help on these goals. So our impetus came from the top down — through the governor — but it is now also coming up from the grassroots movement. It's going up and mushrooming.

Bill Gibbons: (In Memphis) we're planning a conference to be held in October — the first of three community-wide meetings. We hope to come up with a final strategy within a year.

Connie Spellman: Omaha is riding high from our recent kickoff. People have called from all over the community saying, "We want to be involved. How can we be involved?" Our steering committee — a cross section of the community — has already decided that the challenge is to keep the momentum going, to harness the energy that's been created. We've found that we've been doing some things well in the community, and there are other things we'll have to focus on in larger discussions — forums — to think through. I just spoke to the Nebraska Chamber of Commerce to tell how Omaha became first in Nebraska to join AMERICA 2000 and how it can spread across the state.

"We think the most important thing about becoming an AMERICA 2000 community is that it's an evolving process."

See Community, page 3

NEWS IN BRIEF, continued ...

AMERICA 2000 Conference Call

The AMERICA 2000 five minute daily conference call, launched on September 4, is off and running. The calls take place at 11:55 a.m., EDT each weekday. To listen in, call (202) 736-2300.

Cabinet Members Help Launch NEBRASKA and OMAHA 2000

On September 5, Secretary Alexander and four other members of the President's cabinet joined Gov. Benjamin Nelson, Mayor P.J. Morgan and a bipartisan coalition of Nebraska civic leaders in launching NEBRASKA and OMAHA 2000. The five cabinet members participating in the event were Secretary of Housing and Urban Development Jack Kemp; Secretary of Agriculture Edward Madigan; Secretary of Labor Lynn Martin; and Secretary of Transportation Samuel Skinner.

Second Design Conference Held

On September 13, six hundred people met in Los Angeles for the second of three conferences to discuss the New American Schools design process. The first conference was held August 26-27 in Arlington, Virginia.

On August 26, PBS sponsored a live interactive videoconference in more than 32 cities. Participants discussed the involvement of the New American Schools Development Corporation in AMERICA 2000.

Governor Launches AMERICAN SAMOA 2000 Kickoff

During an August 30 ceremony announcing AMERICAN SAMOA 2000, Governor Peter Coleman said that to improve education "each individual, every organization and every community must join in making education American Samoa's number one priority." The Governor urged every community to accept the President's four part challenge and become AMERICA 2000 Communities.

Grant Announced for World Class Science Standards

During the AMERICA 2000 conference call, September 16, Lamar Alexander announced a $500,000 grant to establish world class standards in science education. The grant will go to the National Research Council of the National Academy of Sciences and the National Academy of Engineering. According to Secretary Alexander, the grant "will bring together the nation's leading science organizations and distinguished educators to develop new standards and assessment approaches in science for grades kindergarten through 12." Similar standards are being set for math by the Natonal Council of Teachers of Mathematics.

MINNESOTA 2000 Begins

Secretary Alexander joined Governor Arne Carlson for the kickoff of MINNESOTA 2000 on September 12. In a speech during the event, Governor Carlson said, "It's absolutely essential that we give our children every single opportunity we can for educational success." During his visit, Alexander toured New Vistas School, developed in partnership with Honeywell, Inc., and municipal and community agencies. The school provides pregnant teens and teenage mothers with academic coursework, parenting training, day care and health services.

DELAWARE 2000 Launched

Nearly 700 people attended kickoff ceremonies for DELAWARE 2000. During the kickoff, Delaware Governor Michael Castle said that DELAWARE 2000 calls on every person in Delaware to help ensure that "children receive an education that works for them and that will in turn allow them to successfully work in a very competitive and demanding world." A DELAWARE 2000 rally was held at William Henry Middle School. The school, which employs a team approach to instruction, has attracted substantial support from local businesses.

COLORADO 2000 Moving Ahead

During a recent meeting of the COLORADO 2000 COMMUNITIES CONGRESS, approximately 1200 people came to Denver to establish criteria that would designate a qualifying community as a COLORADO 2000 COMMUNITY. The Congress also gained more support for the adoption of the goals by as many businesses, agencies and organizations as possible. Governor Roy Romer said that the next stage would be to encourage the communities to broaden their involvement and communication.

Maryland to Issue Report Card

Maryland is planning to issue a report card on November 12, which will show the performance of every Maryland school. MARYLAND 2000 was launched on September 5 when First Lady Barbara Bush and four senior Bush Administration officials joined Maryland Governor William Donald Schaefer in day-long activities. The four senior Bush Administration officials were Secretary of Health and Human Services Louis Sullivan; Secretary of Energy James Watkins; Administrator of the Environmental Protection Agency William Reilly; and Deputy Secretary of Education David Kearns.

AMERICA 2000 Hotline

We're ready to help. As of September 17, the hotline has received 22,773 calls requesting information about AMERICA 2000.

1-800-USA-LEARN

In D.C. Metropolitan Area

(202) 401-2000

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Thomas Harvey: What we've done in North High School (Omaha) for now is to take inventory of things we've done in the past that work and plug them in. And at the same time, we're putting a new focus on outcomes and a timeline for what we want to achieve by the year 2000—five months from now. We've put together a school improvement plan that will help us do well in a number of places. As for a report card, North High School's and the district's report cards will be outcome based.

"As communities make progress, we need to share information with other communities."

On Getting Help...

Nancy Bogatin: As communities make progress, we need to share information with other communities. We need to get on a network as soon as possible. It would give some cohesion to all of the efforts nationally. There are some things that stand out there that really work. And everyone of us will, of course, adjust those to local demand.

Allan Wade: One suggestion is to have someone be a receptor for all the various strategies out there — through the Department's staff support. For example, when we're tackling goal one, we need to know about the approaches other communities used.

Bill Gibbons: It's important for the federal government to continue to give us good staff support. Also it's important for federal officials simply to serve as a catalyst by making an appearance at a strategic time.

Allan Wade: I would have to say the most important help we can receive is to learn about the types of strategies already in existence that are being implemented in communities across the country. Having to invent things from the ground up will be time-consuming and difficult. Tom (Harvey), you should say something about the strategy you have in Omaha to increase math and science proficiency [Goal 4]. That kind of thing I'm talking about — something that he's actually doing that we in Memphis wouldn't have any idea about.

Thomas Harvey: We've said to the math teachers that math has to be taught from a practical standpoint, from an enthusiasm standpoint. Every child should visit businesses and do things to understand why math is important. We have business partners — successful people in the community to help show this in various areas. Also we're showing how math is used in other subjects — social studies, geography, environment, biology. So we've tried to integrate math across the board. Whereas students had been leaving math after two years, we now expect them to continue math, because we have been doing things to influence them and excite them about the subject. About 30 percent used to go on in math after the second year; now that figure is over 90 percent among those in the program. They're staying in math because we have made it exciting — we're showing purpose for math.

"I don't think anyone can be against people shaping their own destinies. And that's what AMERICA 2000 is all about."

On Challenges Ahead...

Allan Wade: I think the biggest resistance communities will face is lack of understanding about what AMERICA 2000 really is. What I emphasize is that it's a strategy and has broad-based public support. People will support it once they realize that they can actually shape the destiny of the outcome if they're involved — but can't make a difference if they're not involved. That message needs to be out front. I don't think anyone can be against people shaping their own destinies. And that's what AMERICA 2000 is all about.

Bill Gibbons: As for costs, right now Memphis has a $150,000 budget. Most of that is for hiring an additional staff person, printing, mailing, renting facilities we need to use, and so on. And that's just for the year ahead.

Nancy Bogatin: That doesn't include programs — anything that needs to be done to help reach the goals. We're not talking about that now. Right now we need to get the process going — a strategy in place. We need to pull people into the effort, then we'll get the money.

Connie Spellman: I don't think the resources for the strategy will necessarily be new money.

On Measuring Results...

Bill Gibbons: As for measuring results, the way we're approaching it is from the ground up. We're creating a task force to address that specific problem. We're going into it without any preconceived notions about how to do it. We could use some advice — some expertise — on how to get a handle on this.

Connie Spellman: We think the most important thing about becoming an AMERICA 2000 community is that it's an evolving process. It will take each individual community addressing its own needs.

"Right now we need to get the process going—a strategy in place."

Thomas Harvey: Communities need to assess what expertise they have within their community to address their needs. I don't think we can go beyond that today.

Connie Spellman: One of the things that we're discovering is that there are a great number of groups and organizations in Omaha that are dealing with some of the challenging issues in education. So one of the first things we're trying to do is to identify and inventory who's doing what — and to overlay on that the national goals. What are we already addressing and where are the gaps? What strategies can we use to fill those gaps? We've found that there are a great many things going on that are very exciting. So how do we

See Community, next page

America 2000 Community by Community, continued

coordinate all this? How do we work toward the measurement and accountability assessment — our ability to know whether we've reached the goals? That's where we've discovered the Department of Education. Also, Nebraska has developed high performance learning models. We want to get a school to develop a strategic plan based on the goals that provides objectives that they can be held accountable for.

Bill Gibbons: There's an important distinction between developing a strategy and getting into programs. Communities need to avoid getting into all this stuff about programs and funding of programs. We need to be focusing on a strategy. I've been bombarded with phone calls from people who want to come by and tell me what they're doing. I say, "We're not going to endorse any specific program. We're not going to do that. Right now, we're focusing on a strategy."

Lamar Alexander: As far as what the Department can offer as support, one of the problems we have is that we're dealing with the whole country, and we don't have that big of a staff for support. On the other hand, there are a lot of other groups who are willing to be involved with us — like the elementary principals, the Chamber of Commerce. So, it occurs to me that we might have a large team of people who can be like midwives, maybe, who can help people through this process. Another way to do this is to have regional meetings that are convenient — where you could come for a day and say, "We're at this stage" and, if nothing else, just sit down with other people who are going through the same thing and talk it through. I'm thinking there are three ways to help: One is through newsletters and videos. Two, we might get a group of our own Department people and others to provide a support system. And, three, a broader menu of regional meetings. I don't know whether people have the money to come to those or whether that would be a waste of time. What would you think?

Nancy Bogatin: Travel expense and the time involved is too much for face-to-face meetings. A cable link could be set up for teleconferences.

Connie Spellman: There's all kinds of ways to do this. And a regional conference that people could drive to would be good. I know what I've learned today — talking to people — has a greater effect.

For a copy of the transcript from the September 10 luncheon, contact the AMERICA 2000 office, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, D.C. 20202-0498

Notes. . .

▲ As of mid-September, hundreds of communities have expressed interest in AMERICA 2000 and are organizing steering committees to become AMERICA 2000 Communities. Several communities, such as Memphis and Omaha, have already launched AMERICA 2000 activities. Ten states or territories are already working to support AMERICA 2000 communities. They include Colorado, Wyoming, Oregon, American Samoa, Maine, Maryland, Nebraska, Minnesota, Delaware, and Vermont. If your community has a 2000 committee, join it. If it doesn't, start it.

and Quotes. . .

▲ According to an editorial, September 5, in the *Garden City Telegram*, Kansas: "The best thing the [Kansas] Legislature could do would be to declare Kansas an America 2000 state."

▲ "If we can't manage to substantially improve the condition of our schools in urban school districts, I think the public will understandably look to alternatives," said Dr. Adam Urbanski, president of the Rochester Teachers Association. "I think that we are in desperate need. Radical problems indeed require radical solutions."
(AMERICA 2000 Daily Conference Call, September 18)

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AMERICA 2000

NUMBER 4, WEEK OF SEPTEMBER 30, 1991 U.S. DEPARTMENT OF EDUCATION

AMERICA 2000 NEWS IN BRIEF...

Governor Martin Launches NORTH CAROLINA 2000

"It's time for us to redesign our education system for the next century," said Gov. James G. Martin (R) in launching NORTH CAROLINA 2000, September 27. Gov. Martin was joined by Secretary Alexander at the kickoff at the Governor's Business Awards in Education luncheon.

"We challenge local leaders to develop community action teams dedicated to implementing school reform based on the specific educational needs unique to their community," said Martin. "The nation's goals are the beginning of a process designed to involve every citizen in every community of every state in a national effort to give our children a world class education."

Vermont Mounts Green Mountain Challenge

On September 20, Governor Howard Dean (D) of Vermont announced the Green Mountain Challenge, Vermont's AMERICA 2000 initiative.

Secretary Alexander joined Governor Dean at Champlain Valley Union High School for a rally to announce the Green Mountain Challenge, which is Vermont's commitment to reinvent its schools by emphasizing core subjects and measuring performance through assessment. "What the assessments do is pinpoint exactly where the breakdowns are...and then we can adjust curricula to take advantage of the student's specific information," said Gov. Dean in an AMERICA 2000 Daily Conference Call, September 18.

*See **News**, page 2*

Governors Release First Goals Report

The nation must travel a long way to reach the six national education goals, according to a new report issued by the National Education Goals Panel on September 30. The bipartisan panel is made up of six governors, four Administration officials and four members of Congress.

According to the report, fewer than one in five students can be considered competent in mathematics, and American students rank "significantly behind their peers" in other advanced countries in science. Data supporting the report found that U.S. students lost ground during the 1970s and 1980s but regained that ground by 1990.

"We now have a baseline, and we have a decade-long commitment by the President and 50 governors to move towards the goals," said Colorado Governor Roy Romer (D), outgoing chairman of the panel. "Our students are not world-class, and we recognize it," said South Carolina Gov. Carroll A. Campbell Jr. (R), the new chairman. Most of the nation's governors also released reports on their states' status in reaching the national goals. "To be truly world-class, we have a lot of work ahead of us," said Missouri Gov. John Ashcroft (R). "People don't want to spend more money for the status quo, they want reforms and improvements."

> **"People don't want to spend more money for the status quo, they want reforms and improvements."**
>
> **Gov. John Ashcroft**

The report is the first of its kind to measure state and national progress toward the goals, established by the President and the nation's governors in 1990.

What Works for Students

During a September 27 news conference announcing National Assessment of Educational Progress (NAEP) data relating to the National Goals Report, Assistant Secretary Diane Ravitch, Office of Educational Research and Improvement, observed that research points to what works in the schools:

Among some of the other things we know from the research is that students do better in school when they do homework. Students do better in school when there is good class work, which involves hands-on instruction in all subject areas. Students do better in school when there is parental involvement; they do better in school when there is more time engaged in learning, which often means a longer school day and often means a longer school year. They certainly do better in schools that are drug free and violence free. They do better when they have teachers who are well trained and teachers who have the respect of the community.

We know all of these things, and I think that the main message that I would like to impart is that we would make a very serious mistake if we came away from this news conference saying, "good news, we're back to where we were in 1970." I would say, "good news, the trend is up but there is no call for complacency here. We have only come back to where we were in 1970, and in a world that has changed very dramatically since 1970, we should not be satisfied. We should be aiming to prepare our kids for the 21st century and not for a world that we have left behind."

NEWS IN BRIEF, continued ...

Tips From a Blue Ribbon Recipient

Dr. Robert Hendricks, superintendent of the Flowing Wells School District in Tucson, Arizona, was among representatives of 222 public and private secondary schools who visited Washington to receive a 1990-91 Blue Ribbon Schools Award, September 25.

Six of the seven schools in Hendricks' district have been recognized as Blue Ribbon Schools in his nine years as superintendent. During an AMERICA 2000 Daily Conference Call the day of the ceremony, Deputy Secretary David Kearns asked him how Tucson did it. Hendricks said:

> *We begin with clearly stated measurable goals. . . .extensive training and frequent evaluation. We've aggressively encouraged the investment of parents, business, the entire community. . . .We emphasize. . . . making sure that students gain satisfaction from a job well done. . . .*

Public Supports National Standards

According to a new Harris survey, about 85 percent of Americans polled favor the development of national standards in education. The poll, released in late September by Louis Harris and Associates, surveyed 2,446 employers, college and vocational school educators, students, parents and the general public.

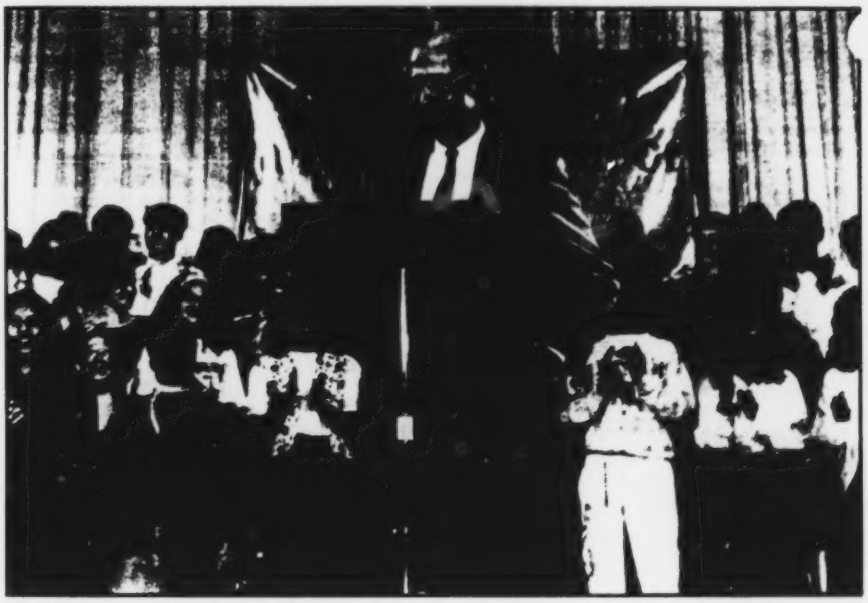
Harris also found that, while employers and educators are dissatisfied with student performance, parents think their children are doing well. About 12 percent of employers and 18 percent of educators consider recent high school graduates able to write well. On the other hand, 66 percent of the recent graduates polled and 56 percent of their parents said students write well. Similar discrepancies were found in mathematics achievement.

Watch For...

***INDIANA 2000,** October 3*
***LAS CRUCES (NM) 2000,** October 7*
***EL PASO 2000,** October 8*
***WESTERN WISCONSIN 2000,** October 14*
***GEORGIA 2000,** October 18*
***RICHMOND (VA) 2000,** October 22*
***MASSACHUSETTS 2000,** October 24*

See News page 4

Bush Urges Students to "Take Control"



In a televised address to the nation's school children, October 1, President George Bush called on all students to take control of their own education — challenge themselves, demand discipline, and seek help from parents, friends, and the community.

> **"What you do here will have consequences for your whole lives."**

"Everything comes down to you," said President Bush in addressing a classroom of 8th grade students at Alice Deal Junior High School in Washington, D.C. "The real world doesn't begin somewhere else — and some time in the distant future. The real world starts right here. What you do here will have consequences for your whole lives....Make it your mission to get a good education."

During his address, the President observed that children from all over the District of Columbia petition to go to Deal Junior High "because parents know this school works." He praised the school's award-winning "Math Counts" team which took college-entrance exams on an experimental basis last year. "Some of them scored well enough to get into college right now," the President said. "You've got the brains. Now put them to work—certainly not for me, but for you."

As of Monday, September 30, at least 12 governors had expressed interest in following the President's speech with one of their own to students in their state.

AMERICA 2000 Hotline

We're ready to help. As of September 30, the hotline has received 25,200 calls requesting information about AMERICA 2000.

1-800-USA-LEARN

In D.C. Metropolitan Area
(202) 401-2000

On September 6, the Minnesota Education Association (MEA)—the state's largest teacher organization — joined with the Minnesota Business Partnership, the Minnesota Department of Education and Gov. Arne Carlson (R) to cosponsor MINNESOTA 2000. On September 12, MINNESOTA 2000 was launched. Following is the text of MEA President Robert E. Astrup's article in the August issue of the MEA ADVOCATE, "How Can We Meet the Challenge?"

MINNESOTA EDUCATION ASSOCIATION

ADVOCATE

How can we meet the challenge?

Bob Astrup, president

COMMENTARY

New, improved, redesigned, exciting, more effective — all words that describe how public schools will look in the future.

One thing is certain — our schools are changing. Change comes in many forms. Just as the destruction of the Berlin Wall changed the face of international relations and the development of lasers provided new methods of medical treatment, our schools are evolving and modifying to meet the expectations of a global society in which citizens must — for survival — set higher standards for themselves in both their work and personal lives.

The schools you and I attended as children exist now only in our memories. They have been replaced by schools whose libraries are media centers which require the most up-to-date technological resources. Our arithmetic classes are now mathematics courses with specialized curriculum problem-solving and critical thinking techniques. And today's science classes teach not only about plants, animals, air and water but, also, how we can preserve these resources for future generations. Our public schools are at the heart of the most far-reaching changes occurring in American society today.

President Bush's education initiative, America 2000, goes even further in outlining long-range plans at the national level designed to improve our nation's public schools. America 2000 will encourage flexibility in school administration and decision making; use contributions from the business community to fund research and development teams to help design "a new generation of American schools;" focus attention on the needs to increase adult literacy and job skills for all Americans; and improve community support to create climates that encourage learning and success.

"New American Schools" is more than a lofty concept. President Bush has proposed to Congress that at least 535 New American Schools — including one in each congressional district in the nation — be in place by 1996. These schools will be located in communities that pledge cooperation and support; have a system of assessment that uses a variety of community-identified indicators of success; and endorse the six national goals for education. The national goals, developed by the nation's governors and supported by the Minnesota Education Association and the National Education Association, set standards for the year 2000 in curriculum, graduation levels, readiness for school, adult literacy, and safe, drug-free schools. Attainment of these goals is essential if the United States is to maintain its standard of living.

But why wait for the rest of the nation to get in step? Why not create "Minnesota 2000" — innovative ways to rethink and redesign schools to provide education based on identified needs of our students and communities in which they live?

Our schools, teachers and community members need to reconsider what schools can and should be doing. We know we must assume greater responsibility and take an active part by becoming more involved in restructuring our schools.

If the Bush Administration proposal is approved, Minnesota can look forward to eight New American Schools. But there's no reason why we can't begin now to encourage hundreds of New Minnesota Schools where teams of teachers, students, parents, business leaders and community members would develop improvement plans for education.

The students who take responsibility for their learning, the parents who support and encourage them, the community and business leaders who advocate for excellence in education and the teachers who modify traditional methods to meet new needs are all essential to the creation of the new generation of American schools.

Just as society grows, changes and adapts, so must its institutions. As this new school year unfolds, you may be asked to participate — as a parent, student, business or community leader, or educator — in new and exciting ventures in your community's schools. I urge you to take the time to get involved. After all, the year 2000 is just around the corner.

NEWS IN BRIEF, continued ...

Oklahoma City Moves Toward AMERICA 2000

"We are taking decisive steps towards becoming an AMERICA 2000 school district and community!" said Dr. Arthur Steller, superintendent of the Oklahoma City Public Schools, in a recent letter to Secretary Alexander.

"[Oklahoma City's] Educational Roundtable overwhelmingly adopted the educational goals," said Steller. "Each of our 83 individual School Improvements Teams — committees made up of community residents, principals, teachers, staff, business leaders and parents at each school — are expected to soon begin developing the detailed strategies and plans necessary for adopting and implementing the AMERICA 2000 goals at the school level."

TULSA 2000 was kicked off on August 23.

59 Principals Honored

On September 23, fifty-nine principals were named as 1991 National Distinguished Principals. The principals were honored at an awards banquet in Washington, D.C., on October 4.

Sponsored jointly by the U.S. Department of Education and the National Association of Elementary School Principals (NAESP), the recipients were selected from NAESP affiliates in all 50 states and the District of Columbia and by committees representing private and overseas schools.

Notes and Quotes...

▲ **Help for Drug-Free Schools**
For information on how communities can fight drug use, write: Office of National Drug Control Policy, Executive Office of the President, Washington, DC 20500. For a free copy of "Growing Up Drug Free" or "Schools Without Drugs," call: 1-800-624-0100.

▲ **Heads Up for American Education Week**
November 17-23 is American Education Week. This year's theme is "Schools and Communities: Partners for a Strong America," which offers the opportunity to tie in AMERICA 2000 communities to education activities during the week.

▲ **Money's Not Enough**
"We've increased the state's (North Carolina's) funding for our public schools about 76 percent over a six-year period, and that's three times the inflation rate," said North Carolina Governor James Martin (R). "It was satisfying to say that we're doing better than had been done before, but...we proved that just to put a lot of money into the flow doesn't solve the problem....We're going to have to find ways of holding our local school systems and local school buildings accountable for getting results with that money" (AMERICA 2000 Daily Conference Call, September 25).

▲ **Move Away from Comfortable Tradition**
Mrs. Valerie Woodruff, principal of Middletown High School in Wilmington, Delaware, where DELAWARE 2000 was launched: "We have to rethink our goals, we have to move away from very comfortable tradition, but I think that we know that in order to meet the needs of the children who are coming to us today, we must change" (AMERICA 2000 Daily Conference Call, September 19).

▲ **Drug-Free Communities**
Dr. Herb Kleber, deputy director of the Office of National Drug Control Policy, on how communities can safeguard their children against drugs: "We want teachers to receive training in substance abuse education. We want to make sure that there are appropriate drug education programs in schools and not just providing knowledge but resistance training. And finally, schools need to work not just in isolation, they need to work with parents, with the media and with community leaders to do an overall comprehensive approach." (AMERICA 2000 Daily Conference Call, September 20).

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AMERICA 2000

NUMBER 5, WEEK OF OCTOBER 7, 1991 U.S. DEPARTMENT OF EDUCATION

AMERICA 2000 NEWS IN BRIEF...

Hoosiers Push INDIANA 2000

On October 3, Governor Evan Bayh (D) and State Superintendent of Public Instruction Dean Evans were joined by First Lady Barbara Bush and Secretary Alexander to launch INDIANA 2000.

Superintendent Evans has begun a series of 100 town meetings, jointly sponsored by the Kiwanas Club and the state education department to discuss the national goals and develop a kick-off strategy. About 500 students will help conduct the meetings.

During an AMERICA 2000 Daily Conference Call, Dr. Evans said, "We think we'll get a double-whammy out of this. Number one, we hope that the public will become a lot more interested and knowledgeable about INDIANA 2000 and then, secondly, we think it's democracy in action because students are going to participate in town meetings."

Grants Announced

On October 2, the Department announced $7.6 million in grants to support new Academies for Teachers and Academies for School Leaders. The 18 state and regional Academies will train public and private school teachers in the five core academic subjects, and provide programs for school leaders to enhance their effectiveness.

"These Academies are essential parts of the President's AMERICA 2000 strategy," said Secretary Alexander who made the announcement during the AMERICA 2000 Daily Conference Call.

See News, page 2

What AMERICA 2000 Governors Are Saying. . .

From Vermont's Green Mountain Challenge to Nebraska's reform from the ground up, most of the nation's governors have definite ideas about what needs to be done on the education front. Following are excerpts from AMERICA 2000 Daily Conference Calls last month, featuring governors' comments on education reform in their states.

Maryland: It Starts in the Family

Gov. William Donald Schaefer (D, MD): "We must blame ourselves for bad schools and not point the finger at everyone else. I think it actually starts in the family....I've supported the (National Education) goals and I've taken two of them as my own personal goals — that is making schools drug-free and preparing all children for schools before they start in. And, on November 12th, we're going to issue a report card for every Maryland school showing performance."

Minnesota: Reform is Everybody's Job

Gov. Arne Carlson (R, MN): "We're committed, one, to make sure that everybody realizes that education is all of our responsibility. Secondly, we want to decentralize our efforts, get more community involvement, more people involved in the entire process. And, thirdly, we create an atmosphere of reform. The model of our program in Minnesota is really taken from an old African proverb—that it takes a whole village to educate one child."

Nebraska: Reform from the Ground Up

Governor Ben Nelson (D, NE): "We like very much the program that recognizes that quality education will begin at the ground and work up rather than come from the top down."

"We're expecting to take OMAHA 2000 across the state to encourage other communities in Nebraska to participate, based on various programs that they're undertaking right now to improve the quality of education within their system."

Delaware: A New Awakening

Gov. Michael Castle (R, DE): "We're going to issue our own plan for a new framework in reform for education. I have just about finished visiting all the schools in my state. We're going to have our national goals report later this year and our own Delaware report on that. I see a great reawakening and enthusiasm in education in the United States. We are capturing that interest in Delaware. Community involvement is vitally important. You only spend so much time in the schools, and we must pay attention to what's happening in the homes and in the community."

Colorado: State-driven Reform

Governor Roy Romer (D, CO): We have about 150 out of 170 school districts participating from the bottom up in COLORADO 2000. We're having a state-wide convention of all of these folks. So we've not only been to the field, we're coming back now to a statewide conference saying, "Here's what we think ought to be done in our own communities."

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NEWS IN BRIEF, continued

They will train the teachers and school leaders who can help students meet world-class ...standards and the school leaders who can direct each school's effort to become better and more accountable."

EL PASO 2000 Underway

El Paso Mayor William Tilney was joined by Secretary Alexander in kicking off EL PASO 2000 on October 8. During a rally at Socorro High School, local civic, education and business leaders announced the city's commitment to meet the National Education Goals.

In discussing EL PASO 2000 during the AMERICA 2000 Daily Conference Call the same day, Dr. Diana Natalicio, president of the University of Texas at El Paso, commented on the role that universities can play:

Vermont: Green Mountain Challenge

Gov. Howard Dean (D, VT): "Our Commissioner of Education has done a lot of assessment work with portfolios and individualized plans to assess, to try to measure how we can comply with our goals and, of course, the goals of AMERICA 2000, as well. The exciting thing [about measurement/assessment] is that we will be able to not only see that we have problems — because we all know that the schools do have problems — but we're going to be able to tell exactly what we need to do to fix those problems by looking at the assessments."

North Carolina: Better Achievement, Performance

Gov. James Martin (R, NC): "We've got to get away from focusing accountability just on rules and regulations, restrictions and requirements — and instead focus on getting better achievement, better performance, better learning from our children. That's the objective that counts most of all. We've increased the state's funding for our public schools about 76 percent over a six-year period...And one of the things that we've found is that we proved that just to put a lot of money into the flow doesn't solve the problem."

Maine: Keeping the Momentum Going

Gov. John McKernan (R, ME): "MAINE 2000 is going to be the shot in the arm that I think we need if we're really going to continue the momentum to meet the National Education Goals....We intend to have Maine Education Day to discuss exactly what the meaning is of the results [from the first Goals Panel Report]."

Iowa: Building on AMERICA 2000

Gov. Terry Branstad (R, IA): "We're very honored to host the national forum [meeting of the National Education Goals Panel in Iowa, October 27-28]. We invited every governor to send a delegation...we expect to have education leaders, governors, chief state school officers, business leaders from the National Business Roundtable, and I think some of the best minds in American education, focusing on how we can indeed build this AMERICA 2000 initiative, state by state. And we're very proud that Iowa has a good record in education, but we know we have a long way to go to be world class competitive."

Alaska: Change Means Choice

Gov. Walter Hickel (I, AL): "Our situation in Alaska is quite different — arctic and subarctic. Our distances are vast. Transportation is quite limited, and so we have one school that's the state's only public boarding school. And, 86 percent of its school students were minority or from rural areas....It's a boarding school that does a lot of hands-on training....In Alaska, there's going to be some [educational] change; there's going to be some choice. There's going to be a different attitude, more parent involvement, more local involvement...."

(The AMERICA 2000 Daily Conference Call, launched on September 4, is held at 11:55 a.m., EDT each weekday. Call (202) 736-2300 every day and learn more about how American education is changing, community by community, school by school.)

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AMERICA 2000

NUMBER 6, WEEK OF OCTOBER 14, 1991 U.S. DEPARTMENT OF EDUCATION

NEWS IN BRIEF...

Record Numbers Plan AMERICA 2000 Launches

At least six states and three communities have said they will launch AMERICA 2000 initiatives during the next two weeks, a record number for any two-week period, according to the Department's AMERICA 2000 office:

States

MASSACHUSETTS 2000, October 24
TENNESSEE 2000, October 25
IOWA 2000, October 27-28
KANSAS 2000, October 29
MISSOURI 2000, October 29
ALABAMA 2000, October 31

Communities

RICHMOND 2000, October 22
NASHVILLE 2000, October 25
SAN ANTONIO 2000, October 30

Governor Miller Kicks-off GEORGIA 2000

On October 18, Governor Zell Miller (D) launched GEORGIA 2000, the 13th state to adopt the AMERICA 2000 strategy.

"I'm committed to the National Education Goals and committed to achieving them in Georgia," Governor Miller said. "GEORGIA 2000 will work to encourage Georgia communities in their efforts to make the national goals a reality at the local level."

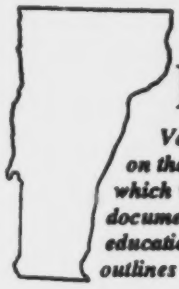
Governor Miller was joined by Secretary Alexander who said "GEORGIA 2000 is a bold, bi-partisan effort that will help the state of Georgia lead the way to new and better schools...."

LOUISIANA 2000 Moves Forward

When Gov. Buddy Roemer (R-LA) unveiled LOUISIANA 2000 on September 9, he called on Louisianans to unite behind education reform — community by community. "LOUISIANA 2000 is not about me. It's about us," said Roemer. "It's about teamwork and rolling up our sleeves to get the job done together."

One month later, the state has rolled up its sleeves — moving quickly to organize AMERICA 2000 communities. The day after

See News, page 2



Vermont's Vision of Education Reform

Vermont's public embrace of AMERICA 2000 on September 20, builds on the state's educational reform strategy, "Green Mountain Challenge," which was adopted by the state in 1988. Central to the state's strategy document is Appendix 1, written by Rick Mills, state commissioner of education, and his staff. Following are excerpts from the piece, which outlines Vermont's underlying philosophy on educational reform:

All great ventures begin with a vision of what could be...

The focus in our school is on the student — the learner — and not the school. The emphasis is on the learning instead of teaching, although teaching is more important than ever.

Children move along at their own pace, and what they need to learn and to grow drives the school. Real failure, once thought all but unavoidable for some, is extremely rare. The children know that in every school at least one adult is watching out for them.

Every school board member, parent, teacher and administrator accepts the responsibility of seeing to it that every child entering kindergarten graduates from high school with an acceptable level of achievement....

A system is in place to aid students who are not progressing satisfactorily. Those who in the past would have simply failed are intercepted, at age three or earlier, to address learning difficulties.

In our schools, each student masters essential skills rather than simply learning about them. The curriculum is extraordinarily rich. Each child progresses through a carefully structured, sequential curriculum of mathematics, communication, literature, history, social science, the arts, science and technology, and health. Kindergartners are giving book reports before they can read because their parents have been reading to them. From the earliest grades, everyone writes. Pages of student writing are taped to every refrigerator door in town.

Students don't just write the answers to math problems. They learn to reason and communicate mathematically. Measurement and assessment of student performance is continuous and built into the instructional program.

There are no textbooks. But in most homes, and in every school room, there are books everywhere. Stop a young person on the street and jammed into ski parkas and hip pockets are cheap editions of excellent books. History, novels, classics, poetry, drama, humor, fantasy. Everyone reads.

Parents are partners. Teachers communicate frequently and directly with them regarding the student's progress. They are involved in the school as aides, advisors, resource persons and decision-makers. Citizens own the schools and act as if they do. Nearly everyone votes. Most people in town attend an annual report day to discuss educational performance and to witness exhibitions of student work.

School board meetings are sometimes heated, but the discussions are about curriculum and how to maintain the conditions that teaching and learning demand.

The business community works closely with the school, providing support and opportunities for work-study, employment and retraining.

The school looks like a community institution — and it is, but its reach is vast.

See Vermont next page

NEWS IN BRIEF, continued

the launch of LOUISIANA 2000, Gov. Roemer met with the state's school district superintendents to ask them to take the lead in organizing LOUISIANA 2000 community activities. Each was asked to appoint a LOUISIANA 2000 advisory team, and the teams met on October 14 at a workshop on organizing at the community level. The workshop contained sessions on the national education goals, state resource contacts, handling the media — and a special visit from one of the organizers of COLORADO 2000. Louisiana also plans to hold a statewide town meeting/ teleconference on December 2.

CORRECTION

Due to a printing error in last week's newsletter ("EL PASO 2000 Underway"), the quote attributed to Dr. Diana Natalicio, president of the University of Texas at El Paso, was omitted. Commenting on the role that universities can play in AMERICA 2000, she said: "We are working...to develop a strategy for the year 2001 — in our case, to work with our partners in the schools to develop strong academic programs at the middle and high school levels to ensure that students come to us well prepared. We see that as our responsibility as well."

AMERICA 2000 Hotline

We're ready to help. As of October 16, the hotline has received 27,309 calls requesting information about AMERICA 2000.

1-800-USA-LEARN
In D.C. Metropolitan Area
(202) 401-2000

Notes and Quotes...

▲ **Two "Firsts" in New Jersey?**
Exhibiting a "problem" which more communities should have, Dennis Township and Union Township both claim to be New Jersey's "first" community seeking AMERICA 2000 designation. In local news coverage in late September, Dennis did not pinpoint a specific kickoff date, but the town leadership confirmed that the strategy was adopted by the local government and board of education. Meanwhile, Union claims that it is first. "Union has been singled out for years as an innovative district that serves a very broad student population," said Union in briefing material. "Joining the AMERICA 2000 effort will stimulate us to capitalize on our past achievements and strive for even greater accomplishments."

▲ **OMAHA 2000's Continued Commitment**
In a September 25 letter to Secretary Alexander, Bob Bell, president of the Greater Omaha Chamber of Commerce, wrote of the community's continuing commitment to OMAHA 2000 after its September 5 kick off:

"Although the euphoria is going, the partnership (business, education and government) is stronger than ever and the community is poised to roll up its sleeves and move forward. We are just now realizing what a great challenge we have in front of us....We are convinced that communities of our size can make a difference where there is good strong partnership in place...."

Vermont, continued

It is connected to the much wider community of all educated people through the electronic exchange of data, video and other material. All students tap libraries from around the nation and, increasingly the world....

School is no longer part-time, but a year-round opportunity to learn and relearn.... Summer operations include remedial, tutorial and enrichment courses and activities, especially for younger students. The school day is flexible to accommodate working students. In the evening, the building is filled with adult courses and classes to eliminate adult illiteracy.

The teachers are themselves students of a very demanding profession. Nearly half have achieved voluntary certification by the National Board for Professional Teaching Standards. Much of the leadership for the educational programs comes from teachers. They work together in teams. The teachers and administrators are constantly changing parts of the school, amplifying things that work, dropping things that don't.

Fantasy? No. Every element of this vision already exists in a school somewhere in Vermont. But no one has put it all together. You can if you choose.

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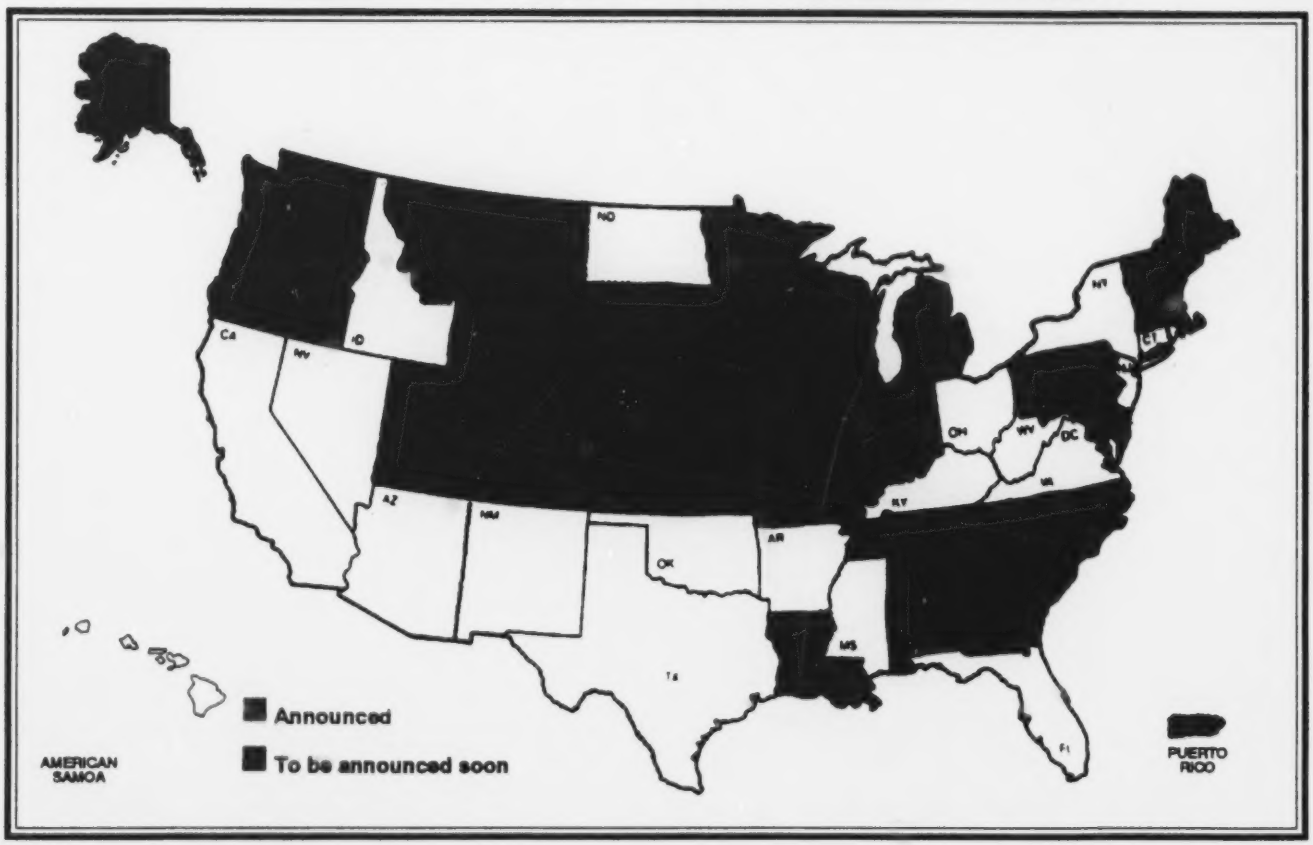
AMERICA 2000

NUMBER 7, WEEK OF OCTOBER 21, 1991 U.S. DEPARTMENT OF EDUCATION

AMERICA 2000: Six Months Later



Six months after the AMERICA 2000 strategy was unveiled, at least 30 states and two territories have announced their own AMERICA 2000 efforts to advance the National Education Goals, or are planning an announcement within the next few weeks.

As of October 30, states and territories that have announced AMERICA 2000 initiatives include: Alaska, Colorado, Delaware, Georgia, Indiana, Iowa, Kansas, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Missouri, Nebraska, North Carolina, Oregon, Pennsylvania, Tennessee, Vermont, Wyoming, and American Samoa. States and territories that plan AMERICA 2000 announcements soon include: Alabama, Illinois, Michigan, Montana, New Hampshire, South Carolina, South Dakota, Utah, Washington, Wisconsin and Puerto Rico.

Based on a rough survey, most of the STATE 2000 efforts have several things in common. They began by adopting the six National Education Goals and forming a coordinating team or steering committee. The teams are bipartisan and typically include teachers, administrators, civic leaders, business executives, religious leaders, law enforcement officials, health care professionals, legislators, school board members, union leaders, parents, students, higher education officials, local political leaders, foundation and media representatives, among others. The teams are responsible for the development and launch of statewide crusades that focus on challenging every community in the state to work toward the National Education Goals. As LOCAL 2000 efforts get underway, most state organizations

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NEWS IN BRIEF...

Pennsylvania 2000 Launched

During an October 18 meeting of the Lehigh Valley Business-Education Partnership, Governor Robert Casey (D-PA) announced PENNSYLVANIA 2000. Casey said he would co-chair a state coalition with a business leader to be elected by business members of the coalition board.

During the meeting of about 60 business leaders and educators, held in Easton, Pennsylvania, Casey said the coalition should call for improvement and reform of the state's educational system, encourage citizens and communities to help the state reach the National Education Goals, support partnerships to strengthen teaching and seek more federal funding for the state.

LEHIGH VALLEY 2000 Forges Ahead

According to Secretary Lamar Alexander, Lehigh Valley's progress toward becoming an AMERICA 2000 Community is among the most advanced of all AMERICA 2000 efforts.

"I don't know of any community that's further along," said Alexander during a Lehigh Valley Business-Education Partnership meeting at the South Mountain Middle School in Allentown, October 21. More than 200 local residents attended the meeting, including U.S. Rep. Don Ritter, (R-Pa), a former Lehigh University professor, who helped kick-off LEHIGH VALLEY 2000 in August.

Secretary Alexander commended the partnership for releasing a report last June with several hundred recommendations for local school reform. For example, the recommendations call for raising the mandatory school age from 16 to 18 and using more technology in the classroom.

RICHMOND 2000 Launched

On October 22, a coalition of Richmond business, education and civic leaders launched METRO RICHMOND 2000 during a rally at Hermitage High School.

Kick-off activities featured Mrs. Jeannie Baliles, chairman of the Virginia Literacy Foundation and wife of former Governor Gerald Baliles (D-VA), and Lewis Powell, III. Powell represented his father, Retired U.S. Supreme Court Justice Lewis Powell, Jr., honorary chairman of the METRO RICHMOND 2000 Steering Committee, who was unable to attend due to illness.

New American Schools Corporation Issues Final RFP

On October 16, the New American Schools Development Corporation (NASDC) unveiled its final request for proposals (RFP) seeking design teams to create schools that "help all students meet world-class standards in at least five core subjects." Bids are due February 14.

NASDC, a private, nonprofit corporation funded and run by American business leaders and others, is set up to help provide designs for AMERICA 2000 Communities to use in creating their own new "break-the-mold" new American schools. The group plans to award a total of $200 million to design teams that offer the best five-year design and development plans.

For additional information, contact New American Schools Development Corporation, 1000 Wilson Blvd., Suite 2710, Arlington, Va. 22209.

Six Months Later, continued

plan to provide technical assistance and support; recognize communities that make progress toward the goals; and help support plans for New American Schools.

Hundreds of individual communities, from Memphis to Omaha, San Antonio to Las Cruces, are organizing to become AMERICA 2000 Communities.

A complete listing of AMERICA 2000 Communities will be included in a future issue of the AMERICA 2000 newsletter. President Bush announced AMERICA 2000 on April 18.

If your community is planning to organize a steering committee to join AMERICA 2000, please send information about your effort to the AMERICA 2000 Field Office, U.S. Department of Education, Rm. 4141, 400 Maryland Ave., SW; Washington, DC 20202. If you have questions, please call (202) 401-0411.

AMERICA 2000 Hotline

We're ready to help. As of October 23, the hotline has received 28,868 calls requesting information about AMERICA 2000.

1-800-USA-LEARN
In D.C. Metropolitan Area
(202) 401-3000

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AMERICA 2000

NUMBER 8, WEEK OF OCTOBER 28, 1991 U.S. DEPARTMENT OF EDUCATION

Georgia Governor Calls for Bottom-Up Reform

"Top-down simply doesn't work," said Gov. Zell Miller (D-GA) during GEORGIA 2000 kick-off activities on October 18. He then urged his fellow Georgians "to go home, take the initiative and organize local 2000 organizations."

Following are excerpts of Miller's vision for the state's educational reform effort, as outlined during discussions with the media and others on the day of the kick-off.

I am pleased to announce the formation of GEORGIA 2000....I want to make it very clear that we are not going to conduct another study. That's not what this is for. We already have known and have common ground on many of the steps that we need to take to improve education — steps like extending our kindergarten program to 4 year olds to improve the readiness of kids to school; like addressing the needs of the whole child through projects like the Family Connection Project...in Decatur.

GEORGIA 2000 will develop and implement a state-wide strategy to reach the National Education Goals by the year 2000. We'll spin off local 2000 groups all around this state who will adopt the state-wide strategy for implementation in their own communities. It might vary some, but largely we will be all working in the same direction. I want to make it very clear...that this is not going to compete with the Georgia Business Council Partnership for Excellence in Education's work....In many ways, GEORGIA 2000 will rely on it and will use the foundation upon which they have already built. To assure that we have a close linkage...I have named several key Partnership leaders to GEORGIA 2000....We will work very closely together to meet our common goal, which is improving education in this state. *See Georgia next page*

From the *Atlanta Journal and Constitution*, October 21, 1991

Suggestions for Schools in Georgia

Here are some recurring suggestions made at the "Georgia 2000" summit for Georgia communities to consider when plotting ways to reach the national education goals:

- Student teachers should be trained in highly successful cutting-edge schools, not simply any school that will take them.
- Parents must be part of the campaign to improve schools — and educators need to employ new techniques for bringing parents in, not turning them off.
- Upgrading education will take more money — but money alone won't do it. The best approach is first to reform the system, coordinate existing services and design innovative plans, then seek government and private funding to carry out and expand those efforts.
- Higher expectations must be held out for all students.
- Learning must be an active process, not one of passively receiving information.
- Technology offers promising opportunities and must be part of any education improvement plan.
- There are schools in Georgia and around the nation that already have answers to every educational challenge. Data about those programs need to be compiled and shared.

Massachusetts Governor Calls for Bold Steps

On October 24, Gov. William Weld (R-MA) announced MASSACHUSETTS 2000, and followed with a statewide plan designed to increase innovation and accountability. Included in the governor's plan are new standardized tests for students; higher certification standards for teachers; a statewide core curriculum; and school governance councils of parents, teachers and principals. Following are excerpts from the governor's remarks during the day's events.

We too want to refocus our education effort in the Commonwealth....Today, as we charge toward a new century, we can't forget the education of all of our citizens also has to advance. Improving our schools through innovation and accountability is crucial to the future health of this Commonwealth. We want to join in looking ahead in implementing the goals in AMERICA 2000 here in Massachusetts....

We need to change. The changes cannot be small or incremental, because too much is at risk, and time, as measured by a student's life in school, is short. We cannot continue the present system wherein there is no accountability for failure, no reward for success and no definition of either. We have to take bold steps to change the destiny of our school children, or we place their future at risk.

To meet these goals, we call on all 351 cities and towns to become AMERICA 2000 communities....We want our communities to embrace the program. Through the AMERICA 2000 program, we will provide the framework for local communities to

See Massachusetts next page

NEWS IN BRIEF...

IOWA 2000 Announced

During a two-day meeting of 600 of the nation's leading educators in Des Moines, Gov. Terry Branstad (R-IA) unveiled IOWA 2000, a statewide effort to achieve the National Education Goals. Branstad said IOWA 2000 is "results-based" and would shift the state-imposed quality control emphasis away from materials and techniques used by teachers, to emphasize student achievement levels.

Branstad announced the initiative at Drake University at the beginning of the National Education Forum, a two-day meeting which focused on state initiatives to achieve the National Education Goals.

NASHVILLE 2000 and TENNESSEE 2000 Launched

On October 25, Sec. Lamar Alexander joined Gov. Ned McWherter (D-TN) and Nashville Mayor Phil Bredesen (D) in announcing NASHVILLE 2000. At least 600 people attended the kick off, held at Hume Fogg Magnet School.

Gina Lodge, co-chairman of NASHVILLE 2000, told the participants at the kick-off: "We want to involve people all over town — parents, educators, students, businessmen and women."

During a press conference earlier in the day, Gov. McWherter and Sec. Alexander kicked off TENNESSEE 2000.

No More "Business as Usual"

According to Edward B. "Ted" Fiske, author and former education editor of the *New York Times*, AMERICA 2000 has focused national attention on two important things: 1) our schools are a national problem; and 2) we won't solve it with "business as usual." Fiske spoke before a luncheon meeting of Education Department officials on October 23.

Fiske said that there were no new ideas in "A Nation at Risk," a report issued in the 1980s on the state of U.S. education with recommendations for change. It was "just an effort to squeeze more juice out of the orange," said Fiske. "But it was a lemon we were dealing with." Fiske said the nation must come up with new ideas, and AMERICA 2000's New American Schools initiative does just that.

You're Not Alone....

Do you think you're entering uncharted waters with the launch of your own STATE or LOCAL 2000 initiative? You're not. Others have been there before and are willing to help. Periodically the newsletter will feature contacts for others interested in organizing their own AMERICA 2000 initiatives. This week:

- ▲ COLORADO 2000; Office of the Gov.; 136 State Capitol, Room 111; Denver, CO 80203; Attn: Bob Grossman.
- ▲ LOUISIANA 2000; Office of the Gov.; Box 94004; Baton Rouge, LA 70804-9004; Attn: Claudia Fowler.
- ▲ NEBRASKA 2000; Department of Education; Box 94987; Lincoln, NE 68509; Attn: Lorraine Pallesen.
- ▲ MAINE 2000; Department of Education; State House; Station 23; Augusta, ME 04333; Attn: Mary Majorowicz.
- ▲ MINNESOTA 2000; Office of the Gov.; 121 State Capitol; St. Paul, MN 55155; Attn: Peder Larson.

Georgia, continued

Our schools are doing a lot of things right and our children are learning a lot of things, but...the game out there has changed. We're demanding more in this global economy that we live in where we have to compete not just with the kids that come from our own state but with kids that are growing up in Tokyo or Taiwan.

I hope I'm helping the kids and I hope I'm helping this nation and this state. The partisan thing is not important to me at all. In fact, education, like foreign policy, the more bipartisan you can make it, the better, I think.

I hope that what we are going to get is a network around this state of advocates and people who are going to go back into their communities and explain to people what AMERICA 2000 and GEORGIA 2000 are and explain these six goals and help explain to them how we can obtain them.

Massachusetts, continued

set goals for themselves. To that end, I'm signing an Executive Order, establishing a MASSACHUSETTS 2000 Commission, a nonpartisan advocate for changes in public primary and secondary education. The Commission will advise communities and facilitate the implementation of reform and consist of a 15-member steering committee. It will be an independent resource for the school committees, parents, educators and also acknowledge innovation, tough standards and, above all, improvement....

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San Antonio Becomes First Top Ten City to Join AMERICA 2000

San Antonio's Coalition for Education was joined by Secretary Alexander and four Bush Administration officials in the launch of SAN ANTONIO 2000, October 30. In doing so, San Antonio became the first of the nation's 10 largest cities to accept the President's challenge of meeting the National Education Goals.

The Coalition, a partnership between the University of Texas at San Antonio, the city, Bexar County and the Chamber of Commerce, organized the SAN ANTONIO 2000 effort. According to San Antonio Mayor Nelson Wolff, "the AMERICA 2000 effort [and] the National Education Goals will help San Antonio aid its significant minority population, which is plagued with high illiteracy and poverty rates."

During the SAN ANTONIO 2000 kickoff activities, local educators showcased 10 San Antonio schools, ending with the formal kickoff at Lanier High School, which is 99 percent Hispanic. Joining Secretary Alexander were Catalina Villalpando, U.S. Treasurer; Rita Esquivel, Director of the Education Department's Office of Bilingual Education and Minority Languages Affairs; John Florez, Executive Director, White House Initiative on Educational Excellence for Hispanic Americans; and Margarita Colmenares, White House Fellow.

"On behalf of this community, I'm privileged to accept the challenge of AMERICA 2000," said Robert Munoz, a senior at Lanier during the ceremony. "It has the potential to offer new hope to students. Growing up in this community has made me realize education is the key to empowerment."

Dave Sugg, a member of the coalition supporting SAN ANTONIO 2000, said the group will try to coordinate the many local reform efforts currently underway. "We'll have to have task forces to work on each goal," Sugg said. "We'll be an umbrella for all these other activities."

Kansas Legislators Launch Bipartisan Reform Effort

The Republican and Democratic leadership in the Kansas Legislature joined forces on October 28 to push for the creation of a state blue-ribbon education panel to review and oversee state school reform proposals. One day later, the leaders participated in the launch of KANSAS 2000 [see "NEWS IN BRIEF"].

"Our goal is meaningful school reform, designed and supported in a bipartisan atmosphere," said Senate President Senator Bud Burke (R), president-elect of the National Conference of State Legislatures, and House Speaker Marvin Barkis (D) in a statement announcing the creation of the panel.

"We intend for our efforts to dovetail with the work of the governor, and with the KANSAS 2000 movement, which will energize grassroots reform efforts," said Burke and Barkis.

The two said that the panel, with "citizen leadership appointed by the governor, the legislature and the state board of education" would "take the partisan politics out of school reform...and assure a place at the table for all who have a stake in the educational future of Kansas."

Burke and Barkis said that the commission will help drive KANSAS 2000 and help determine what the goals mean for Kansas.

St. Joseph "Ponies Up" to Education Reform

In another era St. Joseph, Mo., gained fame as the place that launched the Pony Express.

Today, St. Joseph has garnered another distinction, but this time for being first in Missouri to start the process to become an AMERICA 2000 community.

It began when an education task force made up of St. Joseph's educators, school board members, and business and civic leaders surveyed the community about its schools during a community planning effort. During that process, a community resident came forward with a single AMERICA 2000 Strategy Book.

"I took it home and looked at it and thought, 'This is the kind of plan that can bring our effort all together,'" said Marietta Singer, chairman of the St. Joseph 2000 Education Task Force and principal of St. Joseph's Pershing Elementary School. "We found that AMERICA 2000 is the perfect fit for what we want to do."

"AMERICA 2000 provides us with a structure," Singer said. "The goals are already there. We couldn't develop any better goals than those, so we decided to adopt them."

St. Joseph's city council and school board recently met in a joint session and voted to adopt the National Education Goals and begin planning to become an AMERICA 2000 community. Also, the St. Joseph education task force has outlined key education issues in St. Joseph and determined a number of objectives to be achieved under each National Education Goal. The report is now being reviewed by the city.

"This is part of a larger effort to make St. Joseph the best it can be by the year 2000," Singer said.

NEWS IN BRIEF...

Alabama Goes AMERICA 2000

In separate launches on October 31, Mobile, Birmingham and the state of Alabama announced AMERICA 2000 initiatives. Secretary Lamar Alexander joined Governor Guy Hunt (R) in MOBILE 2000 and ALABAMA 2000 kickoff ceremonies at Murphy High School. Later in the day, the two announced BIRMINGHAM 2000 at the annual meeting of the Business Council of Alabama in Birmingham.

According to Dr. Anita Buckley, educator advisor to the governor, the reform initiatives provide "a good opportunity for the school systems in the state to take reform to the community level." She was a featured speaker during an AMERICA 2000 Daily Conference Call two days before the Alabama kickoffs.

MOBILE 2000's "Quiet Revolution"

According to organizers of MOBILE 2000, the city's financial crisis is a major reason why everyone should unite behind its AMERICA 2000 initiative.

In a statement on the day of the kickoff, Carolyn Akers, Junior League president and an organizer of MOBILE 2000 said that Mobile needs "to examine resources throughout Mobile" and unite behind education reform. "[Mobile's] unfortunate financial crisis...is just one more example of why all citizens of Mobile must unite in a 'quiet revolution' to involve every individual in the community in setting the course for reform in our educational system," said Akers.

Mobile has been facing education funding shortfalls, which have been exacerbated by proposed state budget cuts.

KANSAS 2000 Announced

About 300 people attended KANSAS 2000 kickoff ceremonies on the campus of Wichita State University, October 29. Among the participants in the kickoff were Lee Droegemueller, Kansas Commissioner of Education; Gary Michaelson, chief executive officer of Boeing; Senate President Bud Burke (R), House Speaker Marvin Barkis (D), and Secretary Lamar Alexander.

At the rally, Connie Hubbell, president of the State Board of Education, announced that 10 communities, including Lawrence, Dodge City and Rose Hill, had already signed on.

MISSOURI 2000 Launched

On October 28, Governor John Ashcroft (R) launched MISSOURI 2000. Ashcroft, who was joined by Secretary Alexander, announced the AMERICA 2000 initiative at a kickoff at Ralph M. Captain Elementary School in Clayton, Mo. The following day, Ashcroft and Alexander traveled to Kansas City, Mo., for a related event at Park Hill Senior High School.

"The future of this state and nation depends on the strong commitment we make to provide quality education to our young people," Ashcroft said. "No longer is our competition confined to community or state borders. Our students and workers literally are in competition with the world."

NEBRASKA 2000: A Partnership

About 500 education, business, and political leaders in Nebraska attended a forum on NEBRASKA 2000, which was launched in September. Governor Ben Nelson (D) told the participants that hard work and ingenuity on the local level — not more money from state government — will improve education in the future.

"School reform in the 1990s isn't about more money, longer hours or additional course work," Nelson said. "We are talking about fundamental change — change that requires persistence, commitment and unparalleled cooperation."

"Real change in education will only happen when we make it happen and when we aren't looking elsewhere to make it happen," said the governor. He urged all communities to enact reforms at the grassroots level by formulating their own 2000 efforts. Senator Bob Kerrey (D-NE) said that he hoped the conference would provoke people to action since education reforms must be mandated on the community level.

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NEWS IN BRIEF...

KROGER 2000 MOVES AHEAD

Kroger Food Stores' Atlanta Marketing Area has announced it is recruiting volunteers among its employees to serve as AMERICA 2000 community coordinators. These people will work with local AMERICA 2000 communities throughout its 121-store locations. The action follows the company's announcement of the launch of KROGER 2000 on October 21.

"We are seeking interested employees who are 'people persons,' active in their community and can commit their time, when necessary, to be involved," said the corporation's Fall newsletter.

At the KROGER 2000 announcement several weeks before, Paul Smith, president of Kroger Food Stores' Atlanta Marketing Area, said: "In taking the AMERICA 2000 initiatives, ...we align ourselves with the six national education goals to enhance the quality of life for both our employees and today's children....The key to our success as a company is our people...store by store, community by community, just as it will be for AMERICA 2000 as GEORGIA 2000 and other 2000 communities emerge throughout the country."

KROGER 2000 efforts include Kroger's Earning for Learning, a program which provides free computers to schools, and Partners In Education, which partners Kroger stores with schools.

LAS CRUCES 2000 Makes Strides

Six weeks following the LAS CRUCES 2000 kick-off, the steering committee continues

See News, next page

C-SPAN Highlights AMERICA 2000 in Month-Long Series

Starting Monday, November 18, C-SPAN will feature AMERICA 2000 in a special month-long series of live, prime time programs titled "A National Discussion on Education."

During the first hour of the November 18 broadcast, Secretary Alexander will answer call-in questions on the National Education Goals and AMERICA 2000. The second hour will feature at least one governor and others in a roundtable discussion on education reform issues.

The next three broadcasts will feature Secretary Alexander and roundtables of local officials and citizens who are involved in STATE and LOCAL 2000 efforts. They are scheduled for 8 p.m. on each Monday, through December 9.

The C-SPAN education series, "A National Discussion on Education," will be aired on the following nights:

Monday, November 18	**8:00 p.m. ET**
Monday, November 25	**8:00 p.m. ET**
Monday, December 2	**8:00 p.m. ET**
Monday, December 9	**8:00 p.m. ET**

614 Chambers of Commerce Join AMERICA 2000

At least 614 local and state Chambers of Commerce have announced their commitment to AMERICA 2000.

In a letter to President Bush on October 16, the Chambers of Commerce announced their decision to work for education reform community by community through the AMERICA 2000 strategy: "We, the undersigned Chambers of Commerce, are committed to the **AMERICA 2000 strategy** for education reform. Since we believe that quality education is the key to continued growth and prosperity for our students and our communities, we pledge to adopt the six National Education Goals and develop strategies for their implementation.

Also, we promise to work with other concerned groups in our communities in developing "New American Schools" in our communities."

"Any successful effort should involve all segments of the community," said Robert L. Martin, Chamber vice president and executive director of the Center for Workforce Preparation and Quality Education. "Our businesses should play an important role in education because today's students are the employees of tomorrow."

The announcement of the Chamber's commitment to AMERICA 2000 appeared in a 16-page education special report of *The Business Advocate*, a Chamber publication. The names of all 614 local and state chambers are listed in the report. Copies can be obtained by sending $2.00 to: Center for Workforce Preparation and Quality Education; 1615 H Street, NW; Washington, DC; 20062.

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NEWS IN BRIEF

continued...

to make strides in developing a strategy to attain the six National Education Goals, according to Dr. Thomas Gale, chairman of the steering committee and dean emeritus of New Mexico State University.

Gale reports that the steering committee has been meeting weekly since the LAS CRUCES 2000 kick-off. The committee has been divided into six different teams, each team working on one of the six goals. Each team will map out both short and long term strategies to accomplish the goals, and all of the teams will meet on November 25 to give their final reports. The LAS CRUCES 2000 steering committee plans to follow up with small groups to work closely with the Las Cruces school system to implement the teams' recommendations.

Once the recommendations have been reported, the steering committee hopes to devise specific strategies, which could include asking the schools to volunteer time and also involve local groups interested in working with children.

Dr. Gale points to "widespread community support" as an integral factor to the success of LAS CRUCES 2000.

HEADS UP...

On Wednesday, November 13, Secretary Alexander traveled to Detroit, Michigan, to help with the launch of DETROIT 2000 and MICHIGAN 2000.

Secretary Alexander visited Johnson City, Tennessee, to help kick off a regional effort, UPPER EAST TENNESSEE 2000, on Friday, November 15. Look for more on these events in next week's newsletter.

SOUTH CAROLINA 2000 on November 20; WISCONSIN 2000 on November 21; and OHIO 2000 on November 22.

BROADCASTERS INITIATE AMERICA 2000 ACTIVITIES

The National Association of Broadcasters (NAB) recently teamed up with the Department of Education to produce a National Association of Broadcasters On-Air Initiative. The NAB card featured AMERICA 2000 and American Education Week, and listed ways in which broadcasters can play a vital role in AMERICA 2000, by helping to organize an AMERICA 2000 community; promoting education reform; soliciting community opinion; and listening to the AMERICA 2000 Daily Conference Call.

In the past few weeks, at least 20 broadcasters from around the country have called to receive additional information about starting an AMERICA 2000 initiative. Broadcasters with questions can call Barbara Gleason at the U.S. Department of Education; (202) 401-0765.

BATON ROUGE 2000 LAUNCHED

BATON ROUGE 2000, launched on November 8, becomes the latest Louisiana community to declare its intention to join AMERICA 2000. Congressman Richard Baker (R) joined Louisiana business and education leaders in an organizational meeting at the state capitol to announce BATON ROUGE 2000.

The event included AMERICA 2000 presentations, a video explaining the progress of LOUISIANA 2000, and a report on LOUISIANA 2000.

Louisiana plans to hold a statewide town meeting/teleconference on December 2 to discuss and promote LOUISIANA 2000.

More Help...

In the 8th issue of AMERICA 2000, five state contacts were listed as sources for help for people starting their own AMERICA 2000 initiatives. Following are five more contacts:

MEMPHIS 2000; Goals for Memphis; 66 Monroe; Suite 107; Memphis, TN 38103; Attn: Barbara Jacobs.
KANSAS 2000; Room 357 East; State Capitol; Topeka, KS 66612; Attn: Kim Waters.
ALABAMA 2000; 11 South Union Street; Montgomery, AL 36160; Attn: Anita Buckley.
WYOMING 2000; Office of the Governor; Cheyenne, WY 82002; Attn: Scott Ferris.
LAS CRUCES 2000; 3220 Dyer Street; Las Cruces, NM 88001; Attn: Patsy Duran.

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C-SPAN Talks AMERICA 2000

Callers from across the country last week contacted C-SPAN with questions and opinions about AMERICA 2000 and education reform. The discussions took place during a live broadcast featuring Secretary Lamar Alexander on November 18 — the first of four shows scheduled every Monday at 8 p.m., EST, through December 16.

Following is a composite of the broadcast, which is representative of AMERICA 2000 discussions occurring in states and communities throughout America.

What AMERICA 2000 Is....

In its simplest form, it's a strategy, not a program or a piece of federal legislation, to help America move itself community-by-community toward the six National Education Goals that President Bush and the nation's governors adopted a couple of years ago during the Education Summit in Charlottesville, Virginia.

Why Change Is Needed...

Part one of AMERICA 2000, community by community, is just helping the whole community understand what is going on. A lot of people haven't really tuned in to why reform is needed. They don't really know that children today have got to learn a lot more than 10 or 20 years ago and are growing up so differently. They haven't thought about the fact that our schools were created for another century and are really out of date and that we need whole new schools. Most parents don't realize that they too need to go back to school because the world has changed.

Getting Involved...

The individual can make a lot of difference. Someone — say, from Newton, Kansas, who wants his hometown to be an AMERICA 2000 Community — needs to know, very simply, that NEWTON 2000 means adopting the six National Education Goals, or Newton's version of those goals; developing a strategy for reaching the goals; designing a report card to measure results; and beginning to think about creating one of a new generation of American schools. And in Kansas, for example, you can get help from the governor's office or the commissioner of education, because KANSAS 2000 has kicked off. Or, you may call 1-800-USA-LEARN.

Schools Meeting Community Needs...

Sometimes we say that educators are resistant to change — and that's not always true. Sometimes it's those of us outside in the community who resist....for example, opening up schools and extending the school year. Murfreesboro, Tennessee, for example, opened its seven elementary schools before 8 a.m. and after 3 p.m. About half of the 4,000 parents use the service, because it helps the family — and the children learn, catch up, and have some of their needs attended to. The idea of AMERICA 2000 is to help parents understand how much change is needed in education. In order to learn the amount of math needed and give children a place to go, for example, schools may need to be open longer....

Teachers and AMERICA 2000...

AMERICA 2000, in every state and community, is trying to include all teachers, as well as their organizations... But we ought to begin with the idea that in the 90s we need a lot of change in our schools. We need to challenge the American Federation of Teachers and the National Education Association to be in the forefront of creating new schools, of giving choice to parents, of setting high standards — in many cases they are....I hope that the unions are on the steering committees in the communities around the country that are starting AMERICA 2000 initiatives.

Politics and AMERICA 2000...

AMERICA 2000 is bipartisan. The six National Education Goals were adopted by all the governors unanimously. AMERICA 2000 is a state-by-state crusade, and we now have 26 states on board with STATE 2000 initiatives. There are more Democratic governors involved than Republicans — for example, Governor Romer of Colorado, Governor Nelson of Nebraska, Governor Roberts of Oregon, and Governor Miller of Georgia, all of them Democrats. Mrs. Bush went to Indiana to help Governor Bayh, a Democrat, kick off INDIANA 2000. President and Mrs. Bush helped Governor Romer kick off COLORADO 2000. So we're advising all of our steering committees to make certain that everyone is involved, or you can't get anywhere. You've got to get past the partisan politics to make progress.

Tight Budgets...

Just because you've got a budget problem doesn't mean you don't need goals. In Mobile, the school system is about to go bankrupt for a variety of

See C-Span, next page

THE NATIONAL EDUCATION GOALS:

In the year 2000...

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. American students will be competent in the core subjects.
4. U.S. students will be first in the world in science and mathematics achievement.
5. Every adult American will be literate and possess the skills necessary to compete in a world economy.
6. Every school in America will be safe and free of drugs.

NEWS IN BRIEF...

DETROIT 2000 AND MICHIGAN 2000 Announced

Secretary Alexander joined Governor John Engler, Larry Patrick, president of the Detroit School Board, and Dr. Deborah M. McGriff, Detroit Public Schools superintendent, for the simultaneous kick-off of MICHIGAN 2000 and DETROIT 2000 on November 13 at Cass Technical High School. Detroit follows San Antonio as the second major urban area to launch an AMERICA 2000 initiative.

"In Detroit, the promise of a twenty-first century education begins today," said Patrick. "We are committed to putting kids first," said McGriff. "We are committed to generating the support of the community that we need to guarantee the success of every young person in Detroit.."

Cass High School, 94 percent minority, is an urban alternative school for high achievers.

"MICHIGAN 2000 is aimed at making Michigan's children the best educated in our state's history," said Engler. Gov. Engler also announced his appointments to the MICHIGAN 2000 Committee, a 29-member advisory group consisting of the governor and education, legislative, business and community leaders from the state.

Choctaw Tribe Joins AMERICA 2000

The Tribal Council of the Choctaw Community announced its commitment to the AMERICA 2000 effort by launching CHOCTAW 2000. Choctaw is a tribe of 5000 located in Philadelphia, Mississippi. The steering committee consists of representatives from each of the six schools within the Choctaw community. Wilis Brantley, co-chair of the steering committee, said,"CHOCTAW 2000 will provide the strategy to create a quality education environment for all Choctaw children. Every segment of the tribal community will be involved in developing the strategy to prepare our children for the year 2000 and beyond."

Choctaw becomes the first American Indian Tribe to commit to the AMERICA 2000 effort. Choctaw plans it's kick-off in January.

UPPER EAST TENNESSEE 2000 Launched

Sixteen city and county school systems in Northeast Tennessee joined forces to kick off UPPER EAST TENNESSEE 2000 on November 16. Secretary Alexander joined Tennessee State Commissioner of Education Charles Smith, and Dallas Hardin, Upper East Tennessee Educational Cooperative executive director, as well as local education, university, state and business officials, to launch the regional effort.

Each of the sixteen communities have formed their own five-member committee to develop strategies to meet the National Education Goals.

The kick-off was held at East Tennessee State University in Johnson City.

C-Span, continued

reasons that go back over a long period of time. And they kicked off MOBILE 2000 as a way to get out of a hole — to say here's where we need to be by the year 2000, to rally the community and help people understand what the problems are.

AMERICA 2000 and the Arts...

Goal Three of the National Education Goals says that all children should learn, to a challenging level, at least math, science, English, history and geography ....No one ever thought that any school would ever include just those five subject areas. It doesn't mention foreign languages. It doesn't mention art. It doesn't mention music. It doesn't mention computers or human behavior or economics or a whole variety of other very important things. Arnold Schwarzenegger (Chairman of the President's Physical Fitness Council) has pointed out it doesn't mention physical fitness. If I were starting a school in Bethesda or in Tennessee, I would want all of that involved. But what we're trying to do is to give a focus to those five academic subjects to begin with and then leave it to communities to construct a complete curriculum around there. If I were creating a school in my community, I wouldn't want one that didn't have, as part of its curriculum, art and music.

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NEWS IN BRIEF...

SOUTH CAROLINA 2000

SOUTH CAROLINA 2000 was launched on November 20 with a state-wide teleconference hosted by Governor Carroll Campbell (R) and Education Superintendent Barbara Neilsen.

Eighty-six of the state's 91 school systems participated in the event, which focused on the status of the six National Education Goals, and ways in which South Carolina communities could achieve them. The program ended with a call-in question and answer session.

WISCONSIN 2000 Launched

Secretary Alexander joined Wisconsin Governor Tommy Thompson (R) and Superintendent of Public Instruction Herbert Grover, former president of the Council of Chief State School Officers, for the kick-off of WISCONSIN 2000 on November 21. The kick-off began at Bradford High School, followed by a visit to Gateway Technical College in Kenosha.

"Improving the quality of life in this state and the nation means we must ensure America's schools produce the world's best prepared students," Governor Thompson said. "In order to preserve the health of our economy and our standard of living, we must not be satisfied until our schools are the finest in the world. That is what WISCONSIN 2000 is all about."

President Bush participated in the launch by phoning Governor Thompson during the activities. President Bush said, "I hope you realize that through this action, Wisconsin is showing the country how education reform can begin at the local level." The President's phone call was relayed by loudspeakers to an audience at Bradford High School in Kenosha.

President Bush Attends OHIO 2000 Launch

President Bush was in Columbus, Ohio, for the kick-off of OHIO 2000 on November 25. The President joined Ohio Governor George Voinovich (R) and Education Secretary Alexander for the launch, at Fort Hayes Metropolitan Education Center.

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AMERICA 2000

NUMBER 12, WEEK OF DECEMBER 2, 1991 U.S. DEPARTMENT OF EDUCATION

MEMPHIS 2000 Can Provide Clear (Local) Education Goals

by Bill Gibbons

Last summer, Memphis became the first major U.S. city to join AMERICA 2000, when MEMPHIS 2000 was launched. Following are excerpts from a commentary about what has happened in Memphis since the kick-off. The article, by Steering Committee Co-Chair Bill Gibbons, appeared in the Memphis Commercial Appeal *on October 20.*

At the heart of the AMERICA 2000 initiative is the President's challenge to every community to do four things:

- Adopt specific education goals, including six national goals agreed upon by the President and all 50 governors.
- Adopt a clear, concise local strategy to achieve those goals by the year 2000.
- Adopt a local report card as a means of measuring the results of the community's efforts.
- Agree to create and support the establishment of one or more New American Schools....

On July 23, Memphis became the first major city in America to accept that challenge.... MEMPHIS 2000 involves a 1-1/2 year process. By the end of 1992, we hope to have accomplished all four steps....

The six national education goals represent a broad framework around which all segments of this community ought to be able to unite....In addition to the six national goals, the Goals for Memphis board of directors has added two local goals. One is to reduce the deficit in learning among at-risk, disadvantaged children. It is this deficit that primarily results in the wide discrepancy between Memphis's achievement test levels and those for the state and the nation and, ultimately, in our high dropout rate. The second local goal is to make it possible for parents to assume more responsibility for the education of their children. As part of the MEMPHIS 2000 effort, task forces will be created for each goal. Those task forces will be responsible for developing a specific strategy to achieve each goal by the year 2000. Membership on each task force will be open to the public....

The existence of a national strategy has resulted in some confusion about the MEMPHIS 2000 effort and its purposes. Its purpose is not to make the national strategy Memphis's strategy. At no time has Secretary Alexander or anyone else with the Department of Education ever even suggested that any specific aspect of the national education strategy be part of our local strategy. Consistently, they have stressed the need for us to come up with a strategy that uniquely meets the needs of Memphis and that reflects the thoughts and desires of Memphians.

I stress that we have no plan or strategy at this point. While many of us have our thoughts about what should be included, none of us knows what the ultimate plan will include or emphasize....

This effort will not stop with the adoption of a set of goals. We want to make sure that action is then taken by those who are in positions of responsibility. That includes, of course, elected officials and school officials. It includes many others as well, though, ranging from businesses to parents. And we are determined to put into place a means by which this community can grade itself on its efforts....It will be important that this community report card be issued by an independent, objective group that will tell it like it is....

I've tried to tell you what MEMPHIS 2000 is. Let me tell you what it is not. First, it is not necessarily an effort to spend more on education and change our

See Memphis, next page

NEWS IN BRIEF, continued

"This is not a liberal versus conservative fight. It's a revolution against business as usual," President Bush said. "We need to empower teachers, not to punch timeclocks, not to fend off thugs and drug dealers, but to teach. And we need to give parents real choice."

Governor Voinovich said, "Ohio will sink or swim on how we meet our education challenge. The real reform will come only at the local level. To get the job done it will have to be on the local level, classroom by classroom."

While at Fort Hayes Metropolitan Education Center, President Bush observed some innovative education strategies, such as a child care center run by the high school students, and a class where high school students are trained to be medical technicians. Heads Up...

The final two C-SPAN education specials, featuring Secretary Lamar Alexander, will be broadcast at 8:00 p.m. EST on Monday, December 9 and Monday, December 16.

Upcoming AMERICA 2000 kick-offs include: UTAH 2000 on December 10; MONTANA 2000 on December 11; ARIZONA 2000 on December 12; NEW HAMPSHIRE 2000 on December 17; and SOUTH DAKOTA 2000 on December 19.

tax structure in ways to provide more funds for schools. Our mission is to come up with clear goals and a clear plan to achieve the goals. It will be up to others to decide what programs to implement in response and to put a price tag on those programs....

Second, MEMPHIS 2000 is not an effort to restructure our local school systems. (County) Mayor (Bill) Morris has had a task force working on that. MEMPHIS 2000 is focusing on what our education goals and plans ought to be regardless of the school administrative structure.

Third, MEMPHIS 2000 is not just an effort designed to address the needs of the city's public schools. That's a big part of it; in fact, the biggest part. Yet, it's only a part. MEMPHIS 2000 is seeking clear, community-wide education goals and a plan to achieve them. We hope private schools will be responsive as well as public schools. Much of the focus will be on children before they ever begin school. And we will focus as well on adults who are no longer formally in school but who should continue to be students throughout their lives.

What distinguishes this from so many previous efforts that have been made in Memphis to improve education? I think there are two important distinctions. First, we have four clear, identifiable steps and a timetable to accomplish them. Second, this is a true grassroots movement that encompasses businesses, labor, elected officials, school administrators, teachers, principals, parents, students and many other citizens concerned enough to want to participate.

We believe this effort can result in a set of clear education goals for our entire community, a clear plan of action to achieve these goals, and a clear means of measuring our progress on a regular basis.

The National Education Goals in Brief...

1. School Readiness
2. Graduation Rate to 90%
3. Proficiency in Five Core Subject Areas
4. First in the World in Math and Science
5. Every Adult Literate and Able to Compete in the Work Force
6. Drugs and Violence Out of Schools

AMERICA 2000

We're ready to help. As of December 5, the hotline has received 35,899 calls requesting information about AMERICA 2000.

1-800-USA-LEARN

In D.C. Metropolitan Area

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AMERICA 2000

NEWS IN BRIEF...

LOUISVILLE 2000 Launched

Secretary Alexander joined Louisville Mayor Jerry Abramson, Jefferson County Public Schools Superintendent Donald Ingwerson and hundreds of other community leaders in kick-off activities for LOUISVILLE 2000, December 3. The launch took place at Iroquois High and Middle School.

"The issues and challenges of education belong to all of us," said Ingwerson at the LOUISVILLE 2000 rally. "This kick-off will launch a monumental effort to address the National Education Goals and demonstrate the mandates and spirit of the Kentucky Education Reform Act."

Louisville was also host to the second show in a series of C-SPAN specials, a "National Discussion on Education." Secretary Alexander and Ingwerson participated on a panel with David Jones, chief executive officer of Humana Inc., and Lloyd Spence, president of the student body at Western High School in Louisville. The show was aired from Greenwood Elementary School.

SPARTANBURG 2000

On November 21, Spartanburg became the first city in South Carolina to join AMERICA 2000. Deputy Secretary David Kearns joined Mike Kohler, chairman of SPARTAN - BURG 2000, and local educators and business leaders in announcing the local AMERICA 2000 initiative.

SOUTH CAROLINA 2000 kicked off on November 20 with a statewide teleconference hosted by Governor Carroll Campbell and State Superintendent of Education Barbara Nielsen.

HEADS UP...

This week brings UTAH 2000 on December 10, MONTANA 2000 on December 11 and ARIZONA 2000 on December 12. Upcoming AMERICA 2000 events include NEW HAMPSHIRE 2000 on December 17 and SOUTH DAKOTA 2000 on December 19.

Also, the final C-SPAN special on education, featuring Secretary Alexander, will be aired on Monday, December 16 at 8:00 p.m. EST.

AMERICA 2000

NUMBER 13, WEEK OF DECEMBER 9, 1991 U.S. DEPARTMENT OF EDUCATION

Community by Community —

Bush Names Education "Points of Light"

During American Education Week in late November, President Bush designated seven education "Daily Points of Light for the Nation," individuals or groups who are working to help schools and students in their communities.

The President singled out the seven because of their efforts in literacy, school readiness and other programs that are helping to move their communities toward the National Education Goals. Six of the seven were featured on the AMERICA 2000 Daily Conference Call.

The President's "Points of Light" awards, announced daily by the White House, honor people who successfully address community problems -- such as drug abuse, environmental decay, teen pregnancy.

Following is a summary of the education "Points of Light":

Cedar Rapids, IA: Volunteers for Disadvantaged Students

Volunteers at Johnson Elementary School help the school's large segment of disadvantaged students with reading, writing, citizenship and interpersonal skills. During the 1990-91 school year alone, 200 volunteers worked more than 7,300 hours reading to young children, acting as "listeners" to young readers and offering guidance. Volunteers range from high school and college students to senior citizens, and many come from low-income neighborhoods. The Johnson Elementary students themselves also are involved in monthly service projects.

Dena Chambliss, principal of Johnson Elementary, called the community's outpouring of volunteer support "really phenomenal," attributing the support to "the unbelievable pride of the people of Iowa and Cedar Rapids in their schools."

Champaign, IL: Mentor Services

Tamara Youngman, founder of Matthew House 18, is working to instill children with a sense of dignity and help break the cycle of poverty in the community.

More than one hundred volunteers participate in the program — doing everything from preparing food and repairing the facilities, to mentoring and tutoring students in computers, math, and reading. The volunteers also provide weekend field trips and piano lessons. "Minority grandfathers and grandmothers help children who are confronted daily with social and economic injustices," said Youngman. "We give them educational and spiritual opportunities in a real homelike setting...friendship, guidance, tutoring, counseling, meals, clothing, school supplies, and all kinds of activities that will enhance their total human growth."

"We go to the school and negotiate and make sure that the children get in to the

See Light, next page

Nominations for Points of Light Awards

The President's Points of Light Foundation is accepting nominations for the 1992 Point of Light Awards. One of the award categories is "Excellent Schools and Education that Lasts a Lifetime/Learning" in line with the goals and activities of many AMERICA 2000 communities.

Nominated activities should be of at least eighteen months duration, with particular emphasis placed on the past year. For example, adopt-a-school programs, student scholarship and college assistance, adult literacy and community education, intergenerational literacy programs, supplementary education at all levels, English as a second language training, and library development and assistance.

All entries for the 1992 President's Annual Points of Light Awards must be postmarked before midnight, January 17, 1992. To receive an entry form or additional information, contact The President's Annual Point of Light Awards, 736 Jackson Place NW, Washington, DC 20503, Mr. Richard Mark, (202) 408-5162.

The National Education Goals in Brief...

1. All Children Ready for School
2. 90% Graduation Rate
3. All Children Proficient in At Least English, Math, Science, History, and Geography
4. First in the World in Math and Science
5. Every Adult Literate and Able to Compete in the Work Force
6. Drugs and Violence Out of Schools

***Light,** continued*

right math classes, so they have a good education," said Ms. Youngman.

Fresno, CA: Support for Migrant Workers

Raul Diaz directs University Migrant Services at California State University in Fresno, which offers academic and personal support services to nearly 300 students — all from migrant or seasonal farm worker families. Most are of Mexican descent and are the first in their families to attend college.

The volunteers — many of them migrant students themselves — provide assistance with admissions applications, academic advising, personal counseling, career planning, leadership development, and cultural enrichment, as well as academic skills such as library research and computer literacy.

"Not only are [our volunteers] students at the university but they are giving many hours of their time to help other students," said Mr. Diaz.

Cincinnati, OH: School Readiness

Dr. Obadiah Williams, founder of O.W. Motivational Inc., helps parents learn how to play an instrumental role in preparing their children for school. According to Dr. Williams, educational success is directly related to parental involvement. Volunteers teach the alphabet, numbers, and other basic skills to the children, while teaching their parents games and techniques for reinforcing the learning process at home. The volunteers also serve as math and reading tutors for the students, and assist parents in preparing for teacher conferences and in dealing with problems their children may have in the classroom.

"A result of what we are attempting to do is to say to parents: 'your youngsters can be ready for school. This is how we go about doing it,'" said Dr. Williams. "The parents must be there; we train the parents and the youngsters as well."

Federal Way, WA: Adult and Family Literacy

The volunteers of the South King County Multi-Service Center work with adults and families to combat local illiteracy.

"We provide one-on-one or small group tutoring for native and non-native English speaking adults who are having trouble with literacy skills," said Eena Hibbs, director of the literacy program. "We also provide an after-school tutoring program for children who live in our agency-run shelter for homeless families."

"I think we are successful because, number one, we're part of a community action organization and so we have the support of other programs....Also we have a lot of support from the library system, the VISTA program and we have many volunteers," said Ms. Hibbs.

Westbury, NY: Community Volunteer

Powell Hollings, 90 years old, has been a community volunteer for the last 20 years. During the last 15 years, he has tutored students in math four hours a day at Powell's Lane School. "I work with them, find out where their problem is and...finally get them to get around to what they want to know," Mr. Hollings said.

A former volunteer swim instructor, Mr. Hollings also spends his summers teaching swimming skills and coordination to participants in the Disabled Swim program.

Lewiston, ME: Adopt-a-School

Peter Geiger and 27 of his employees sponsor the Geiger Bros. Adopt-a-School program, which promotes business interaction with the local public school system.

In operation since 1985, they began by "adopting" Montello School and serving as mentors to elementary students there. The program has expanded to include a writing seminar and other activities to help children with reading, as well as learning good study and work habits. Mr. Geiger has also introduced a Job Shadowing program, where students spend time with employees at work to learn about the job and the work place.

The AMERICA 2000 Daily Conference Call is held at 11:55 a.m., EDT each weekday. Call (202) 736-2300 every day and learn more about how American education is changing, community by community, school by school.

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NEWS IN BRIEF...

AMERICA 2000 Leadership Conference Announced

The U.S Chamber of Commerce has issued invitations to more than 600 local Chamber organizations to attend the AMERICA 2000 Leadership Conference in Washington, D.C., January 13-14, 1992. The 600 invitees have all agreed to help organize and/or support local AMERICA 2000 initiatives in their communities.

According to Chamber President Richard Lesher, the conference, jointly sponsored by the Chamber and the Department of Education, is being held to offer "hands-on knowledge of how to activate your community to join the nationwide movement."

LOUISIANA 2000 Video

Louisiana's electric cooperatives have sponsored a new twenty minute video, "The Biggest Story of Our Lives," telling the story of LOUISIANA 2000, the state's education initiative. The video serves as a communications piece to assist local communities in explaining the importance of LOUISIANA 2000 and encouraging people to join the program. For additional information, contact Leigh Harris at (504) 291-3060.

AMERICA 2000

NUMBER 14, WEEK OF DECEMBER 16, 1991 U.S. DEPARTMENT OF EDUCATION

LOUISIANA 2000 Talks Statewide

More than 6000 Louisianans joined an unprecedented statewide "town meeting" and teleconference on December 2 to discuss ways to improve education in their communities.

According to Gov. Buddy Roemer, the LOUISIANA 2000 event was "an historic night for Louisiana," involving almost every facet of each community with the mission "to endorse the nation's six education goals and to design strategies for achieving those goals by the year 2000."

Following the series of town meetings, Gov. Roemer hosted a live teleconference linking the local town meetings via satellite for a one-hour discission of the night's activities. The teleconference was broadcast statewide on the Louisiana Public Broadcasting Network.

"The beauty of LOUISIANA 2000 is its grass-roots approach. Each community decides how it can best meet the six goals," said Gov. Roemer. "It's grassroots involvement, it's working together, it's putting aside the politics, it's asking the teachers to join, it's asking the taxpayers to join, it's asking the students to join — how about that for a powerful thing? — And let's work together to see how we can do it in Louisiana style to achieve the national goals."

Following are highlights of the teleconference which focuses on the ways that many of the communities are developing strategies to meet the National Education Goals through LOUISIANA 2000.

School Readiness (Goal #1)

"We're starting [parental involvement] from birth to age four — including some

See Louisiana, next page

AMERICA 2000 Continues Westward

During the week of December 9, three states in the Far West launched AMERICA 2000 initiatives — Utah, Montana and Arizona. They join Alaska, Colorado, Oregon, South Dakota, Wyoming in the western region of the United States which have launched AMERICA 2000 initiatives. To date, a total of 30 states, one territory and the District of Columbia have joined AMERICA 2000.

UTAH 2000

President Bush helped Utah Governor Norm Bangerter (R) kick-off UTAH 2000 by placing a telephone call to the governor during the rally on December 10.

"Congratulations," President Bush told Bangerter. "You're making a terrific contribution to the momentum of educational reform...Utah is showing the country how educational reform can happen at the local level."

Twenty-five of Utah's 40 school districts have adopted the six National Education Goals and will use the AMERICA 2000 strategy to achieve them.

"We still have a great deal to do," Governor Bangerter said at the kick-off event. "The AMERICA 2000 strategies will see the removal of traditional walls that have held some teachers and students captive for too long."

Governor Bangerter also was joined by Education Secretary Lamar Alexander, State Superintendent of Public Instruction Jay B. Taggart, and Sevier School District Superintendent Brent Rock.

MONTANA 2000 - BILLINGS 2000

Secretary Alexander joined Montana Governor Stan Stephens for the launch of MONTANA 2000 and BILLINGS 2000 on December 11. President Bush also called Governor Stephens during the kick-off to congratulate Montana and the governor for adopting the six National Education Goals and joining the AMERICA 2000 crusade.

"MONTANA 2000 and BILLINGS 2000 really are right in keeping with this new spirit of revolutionizing our schools. And they're going to make terrific contributions to what I think is clearly now a national momentum on education reform," President Bush said.

Secretary Alexander and Governor Stephens were also joined by Superintendent of Public Instruction Nancy Kennan, U.S. Senator Conrad Burns (R), and President of the Montana Chamber of Commerce Wayne Schile.

"Our children will face a global society

See West, next page

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parenting classes and parent volunteers...I think we have eight centers now, and we hope to expand that." (Superintendent Ray Arvison, Bossier Parish)

"In Goal One, we talked about the funds, parental involvement, to work toward developing positive self-esteem in parents and children — workshops on Saturdays and time that parents can be available, to provide parental education and parent skills. "(Dr. V. L. Shaw, first vice president of the Kettlekurst School Board/first vice president of the Louisiana School Board Association, Shreveport)

90% Graduation Rate (Goal #2) and the Core Subjects (Goal #3)

"There's several of the goals that we [higher education] can become involved with. Obviously teacher training, bringing them up to speed in the math/science areas for that goal, and in the five core areas, of course. The other one is — it's been mentioned — partnerships. There are 150,000 college students in Louisiana. Think what would happen if you sent those students back to the schools to be role models, to talk to those students in their own language, to tell them that you can succeed." (Sammy Cosper, Board of Regents)

#1 in Math and Science (Goal #4)

"First of all, we needed to do some team building, and the cornerstone of that team would be the parent. We need to encourage students to pursue higher-level math/science courses and instill in them the importance of these. Their future livelihood in many cases may depend on it. Another thing we want to involve our teachers with is more activity-oriented curriculum. We feel like we've got to not only look at skills, but the process....Another thing we could not overlook...is the student himself. If we want to know what we're doing well, maybe we should ask the students." (Dr. Leslie Ellis, former Supervisor of Livingston Parish Schools)

Lifelong Learning (Goal #5)

"We've [businesses] become involved because we know that without a productive work force there is no way that we can continue to grow. Industry spends, in excess of $40 billion per year in professional development and continuing education for its employees. We need to do more of that and we need to do it more effectively....This past summer we ran academies for math teachers, for science teachers, and for computer science teachers, and the one for computer science teachers was run by Northeast Louisiana University. We believe that those elements leverage what industry spends by preparing those people to deliver education, to deliver it better and more effectively." (Hugh Nichols, Entergy Corporation, Inc.)

Drug Free and Violence Free Schools (Goal #6)

"Most of us growing up in this audience this evening and throughout Louisiana attended drug-free schools when we were younger, and I think it's a goal that is achievable. In Louisiana we have drug-free school coordinators and advisory committees already set up in every single school district in this state. Therefore, I think that people who came together this evening could contact people at the local level and tie into the programs that are already in existence." (Richard Thompson, state official)

BIPARTISANSHIP AT ITS BEST

According to the ***Baton Rouge Morning Advocate*** *(November 26, 1991), Louisiana Governor-elect Edwin Edwards (D) is "committed to continuing some education programs begun by Gov. Buddy Roemer (R)."*

"Among Edwards' pledges to education," said the Advocate, "[to] continue Louisiana's version of President Bush's AMERICA 2000."

and a global economy, and we must continue to strengthen Montana schools for them and their children," said Governor Stephens. The goal of MONTANA 2000 is for community members to determine what their schools should be and how to translate those ideals into reality."

ARIZONA 2000

Secretary of Education Lamar Alexander joined Arizona Governor J. Fife Symington (R), State Superintendent of Public Instruction C. Diane Bishop, and others for the kick-off of ARIZONA 2000 on December 12.

President Bush phoned to congratulate all involved in ARIZONA 2000. In the telephone call, the President told the students: "Do everything that your Governor and your State Superintendent and these people are telling you to do in terms of this education. We need you. You're the future, and we need you bad."

More than 1200 attended the ARIZONA 2000 rally, which was held at Trevor G. Browne High School in Phoenix.

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NEWS IN BRIEF...

WASHINGTON, D.C., 2000

On December 19, Mayor Sharon Pratt Kelly (D) launched WASHINGTON, D.C., 2000, with First Lady Barbara Bush, Secretary Lamar Alexander, D.C. Superintendent of Education Franklin Smith and 500 other officials and organizers at the Washington Convention Center.

"Today represents the power and potential of this community," said Mayor Kelly. "We cannot be the first generation to give less to our children than that which has been given to us."

"Finally, we, as citizens, must have the conviction of our beliefs. I tell you as urgently as I can we must get out of our armchairs, take back our streets, and make a stand for our children," said Mayor Kelly.

*See **NEWS**, next page*

AMERICA 2000

NUMBER 15, WEEK OF JANUARY 6, 1992 U.S. DEPARTMENT OF EDUCATION

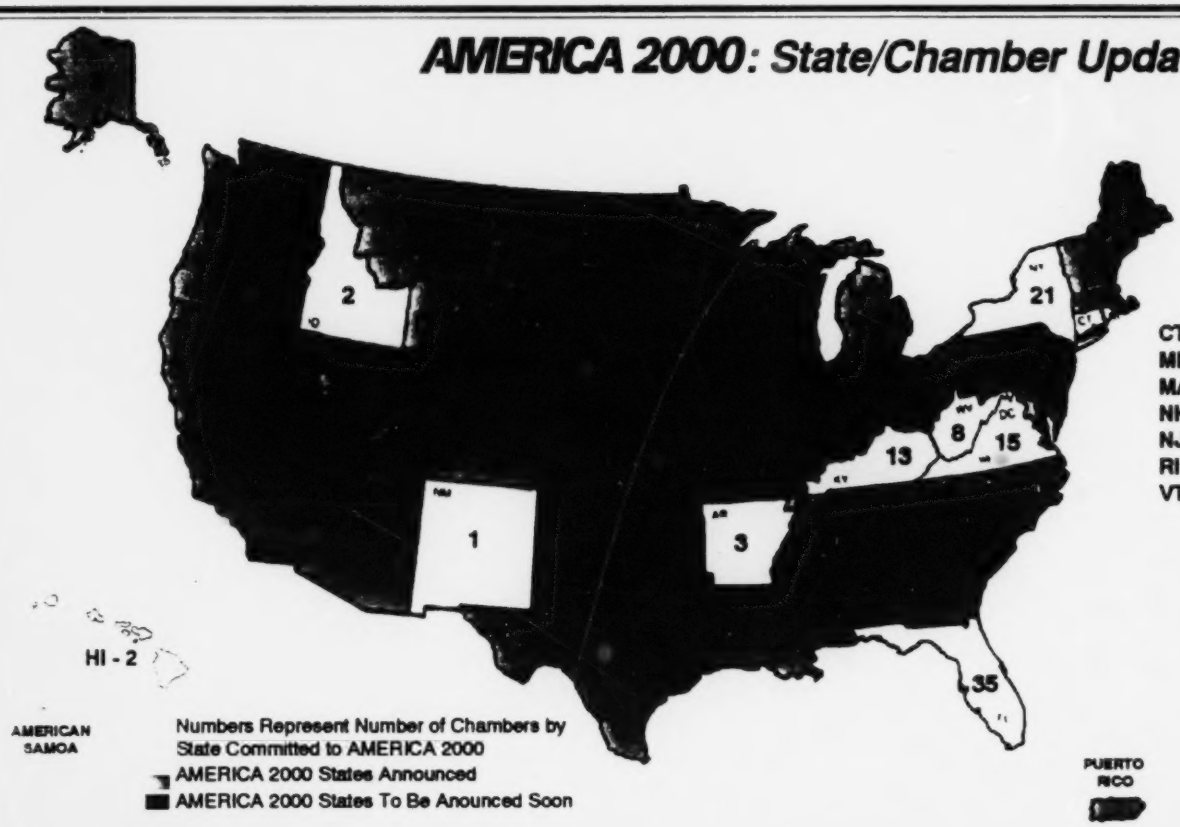
Chambers Organize for AMERICA 2000

On January 13 and 14, more than 200 local chamber of commerce executives will meet in Washington to discuss how they can help their communities develop strategies to reach the National Education Goals. Those attending the conference are among more than 600 local and state chambers who, in a letter to President Bush last November, pledged to support AMERICA 2000 in their own communities.

The two-day seminar, hosted by the U.S. Chamber of Commerce and the U.S. Department of Education, will feature community organizers who have already launched their own AMERICA 2000 community initiatives, as well as Georgia Governor Zell Miller (D) and Maine Commissioner of Education Eve Bither who were instrumental in the launch of their own state AMERICA 2000 initiatives. Education Secretary Lamar Alexander and C.J.

*See **Chambers**, next page*

AMERICA 2000: State/Chamber Update



Virtually all of the states are represented in the 600 chambers who have pledged AMERICA 2000 support, including 15 state chambers of commerce. California has the most chambers committed to AMERICA 2000, with 44 —followed by Texas (41), Florida (35), Ohio (34) and Pennsylvania (31). As of the first of January, 30 states, one territory, and the District of Columbia have announced their own AMERICA 2000 efforts. More than a thousand individual communities are organizing to become AMERICA 2000 Communities.

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NEWS IN BRIEF, continued

NEW HAMPSHIRE 2000 Launched

Secretary Alexander hailed Derry, New Hampshire, for its education reform program during kick-off ceremonies for NEW HAMPSHIRE 2000 on December 17. Sec. Alexander joined New Hampshire Governor Judd Gregg (R) at the Grinnell School in Derry.

Derry's reform program, unveiled by Derry superintendent David Brown last spring, includes: an extended school year; business-school partnerships; early vocational education; classes grouped by growth and individual learning style instead of by age; and a community-oriented approach to learning.

In a telephone call from President Bush during the kick-off, Gov. Gregg said, "We recognize as a region, and especially New Hampshire recognizes, that education and well-educated kids and adults, quite honestly, are absolutely critical for our ability to be competitive in the world."

SOUTH DAKOTA 2000 and RAPID CITY 2000

U.S. Secretary of Labor Lynn Martin joined South Dakota Governor George Mickelson (R) in Rapid City December 19 to help South Dakota become the 30th AMERICA 2000 state in the nation. With the launch of SOUTH DAKOTA 2000, RAPID CITY 2000 also kicked off, becoming the first community in the state to adopt the six National Education Goals.

"South Dakota is leading the way in school improvement and is tying it to work and work opportunities," Sec. Martin said. "Public education is a public responsibility."

President Bush also telephoned Gov. Mickelson during the kick-off. "I want to assure you that we are going to keep this out of the shrill arena of partisan politics," President Bush said. "Far more important than political credit or gain is the success of reinventing and revolutionizing education in this country. This program offers your community a chance to pull together to help these kids learn."

Chambers, continued

"Pete" Silas, chairman and CEO of Phillips Petroleum and the current Chairman of the Board of the U.S. Chamber of Commerce, will represent the two host organizations.

Conference sessions will focus on the four steps to become an AMERICA 2000 Community: adopt the National Education Goals, develop a strategy to achieve the goals, create a report card to measure progress, and plan for a New American School.

"An educated work force and economic growth go hand-in-hand," Silas said. "Because the students of today will comprise the work force of tomorrow, the business community must help take the lead in ensuring quality education. Our local and state chambers of commerce are prepared to accept the President's challenge to establish AMERICA 2000 communities."

If your community is planning to organize a steering committee to join AMERICA 2000, please send information about your effort to the AMERICA 2000 Field Office, U.S. Department of Education, Rm. 4141, 400 Maryland Ave., SW; Washington, DC 20202.

AMERICA 2000

We're ready to help. As of January 7, the hotline has received 39,753 calls requesting information about AMERICA 2000.

1-800-USA-LEARN
In D.C. Metropolitan Area
(202) 401-2000

The National Education Goals in Brief...

1. All Children Ready for School
2. 90% Graduation Rate
3. All Children Proficient in At Least English, Math, Science, History, and Geography
4. First in the World in Math and Science
5. Every Adult Literate and Able to Compete in the Work Force
6. Drugs and Violence Out of Schools

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NEWS IN BRIEF...

No Status Quo for ADAMSVILLE 2000

As part of the town AMERICA 2000 initiative, Adamsville (Tennessee) elementary students recently launched a petition drive to sign up everyone in the community who agreed to become AMERICA 2000 citizens and adopt the National Education Goals. Several days later, the students returned with 4700 signatures — more than the entire population of the town. Further investigation revealed that — in addition to signing up virtually every Adamsville resident (and some twice) — the enthusiastic students signed up residents in nearby counties, as well. Every Adamsville business also drafted letters agreeing to support AMERICA 2000 and the six National Education Goals.

Copies of the community-wide commitment were sent to Tennessee Senators Albert Gore (D) and Jim Sasser (D) and to local members of the U.S. House of Representatives.

ADAMSVILLE 2000 was

*See **NEWS**, next page*

Bush Calls Senate Education Bill "Business As Usual"

President George Bush, this week, observed that S. 2, an education reform measure pending in the Senate with no AMERICA 2000 initiatives, is a bill "riveted in the past." The President discussed the legislation during a breakfast session of the AMERICA 2000 Conference, jointly sponsored by the U.S. Chamber of Commerce and the U.S. Department of Education, January 14.

"AMERICA 2000 ...is spreading like prairie fire," said the President. "Americans across this nation are working to spark an [education] revolution," yet are "being offered business as usual" in the Congress.

The President noted that AMERICA 2000 calls for legislation to create "a half-billion dollars to create break-the-mold, new American schools," school choice "to provide middle- and low-income families the same control over their children's education that wealthier people have" and

See Senate, next page

AMERICA 2000

NUMBER 16, WEEK OF JANUARY 13, 1992 U.S. DEPARTMENT OF EDUCATION

Georgia Gov. Calls for Bipartisan Reform

According to Georgia Governor Zell Miller (D). Americans must "put aside differences of political parties, regions or sectors" and join in an education revolution. Governor Miller was the kick-off speaker for the AMERICA 2000 Leadership Conference, jointly sponsored by the U.S. Chamber of Commerce and the Department of Education, January 13-14.

"Our very existence as the world's only superpower is on the line," said Gov. Miller. "That is why, despite my party affiliation, I deeply want the President to fulfill his goal of being the Education President." Gov. Miller called the Education Summit "a challenging start" and the National Education Goals "an excellent blueprint" to assure that the nation has an educated work force. "We'll either move ahead to be a high wage, high skill, high growth economy or we will be left behind...[to] compete with the Third World countries that call for little but strong backs and low wages," he said.

The Governor observed that no child was ever educated in a governor's office nor in the federal bureaucracy. "Children are educated in schools and communities," said Gov. Miller, and business people, in particular, must set their sights higher than the bottom line, since education is "the legacy we leave our sons and daughters."

According to the Governor, Georgia is moving ahead to meet the educational challenges of the 21st century. The Governor noted that the first meeting of GEORGIA 2000 last year, held in conjunction with the Georgia Education Congress, attracted more than a thousand people. He cited several community- and state-driven initiatives that dovetail the National Education Goals. "It all starts with Education Goal #1 — getting our kids off to a good start with preschool education," he said. "Today, we're working on pilot projects for pre-kindergartners to make sure that our four-year olds know their colors, numbers and letters

See Reform, next page

Panelists discuss their own AMERICA 2000 experiences during a morning plenary session, "Getting to Work: Developing Your Own Community-wide Strategy and Report Card," at the AMERICA 2000 Leadership Conference, sponsored by the Department and the U.S. Chamber. Future issues of the AMERICA 2000 Newsletter will feature excerpts from panel discussions on such topics as starting the AMERICA 2000 process and keeping the momentum going.

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NEWS IN BRIEF, *continued*

launched on January 8, with the help of Tennessee Governor Ned McWherter (D), Steering Committee Chairman Benard Blasingame, and members of the local education and business community.

AMERICA 2000, Getting Started

During the AMERICA 2000 Leadership Conference, the Department released ***AMERICA 2000 Communities: Getting Started,*** *a booklet to help communities and local organizations that are interested in starting their own local AMERICA 2000 initiatives.*

The booklet examines how people throughout the United States are working to accept the President's four-part challenge to become AMERICA 2000 Communities. It is designed to help communities focus on priorities in developing community-wide strategies for reaching the goals, designing report cards to measure progress, and planning for their own New American Schools. It also includes examples of individuals and organizations who are "breaking the mold" in reforming education, community by community.

Communities or organizations interested in the new publication and other AMERICA 2000 information should contact 1-800-USA-LEARN.

Senate, *continued*

regulatory flexibility, for "more discretion in sweeping away burdensome regulations." S. 2, in its current version, excludes the three aspects of the AMERICA 2000 reform, although three amendments would include them.

A House bill (H.R. 3320) takes the form of a block grant to the states for education reform. According to the President, the House bill "shows some promise."

"[T]he House has taken some important steps towards the American Achievement Tests," said President Bush.

"Not all of it depends, thank heavens, on federal funding," the President told the Chamber conferees. "You're where the action is, right at the community level."

The Senate is expected to consider S. 2 the week of January 20. H.R. 3320 is expected to be considered by the House in late February.

Reform, *continued*

— that they develop communication and social skills — and go through the front door of kindergarten ready to learn."

Regarding Goal #2 — reducing the dropout rate — the Governor cited a Taylor County (Georgia) community-driven initiative, which involves parents, ministers, business leaders and others, as having achieved dramatic results. "Three years ago, in that small rural county, they had 48 dropouts; last year they had six; and their goal is to have none," said Gov. Miller. "I think they're going to make it, because everyone in the community cares enough about kids to spend time supporting them."

The Governor lauded the conferees, who represented more than one hundred local Chambers of Commerce throughout the country, as examples of community commitment "in a genuine revolution of the mind," which will ensure educational excellence for generations to come.

In addition to the Governor, the two-day, Washington, D.C., conference, attended by about 300 local Chamber representatives, featured remarks by President George Bush, Maine Education Superintendent Eve Bither, Education Department and U.S. Chamber officials and AMERICA 2000 community organizers from across the country.

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Tell Us What's Happening...

Give the AMERICA 2000 Newsletter an update of where you are in your community with regard to education reform and AMERICA 2000 — for example, programs or ideas that are tied to the National Education Goals or the strategy. Mail your updates to: U.S. Department of Education; Office of Public Affairs; Room 2089; 400 Maryland Ave., SW; Washington, DC 20202-0131; Attn: AMERICA 2000 Newsletter.

AMERICA 2000

NUMBER 17, WEEK OF JANUARY 20, 1992 U.S. DEPARTMENT OF EDUCATION

Three Cities, Three Approaches to Ed Reform

DETROIT 2000, METRO RICHMOND 2000 and SAN ANTONIO 2000 used different approaches in their education reform efforts which led to AMERICA 2000 initiatives to adopt the National Education Goals. Representatives from each community spoke of their experiences recently during a discussion centering on "Taking the First Step: Are the National Education Goals your Goals?" Following are excerpts from the discussion which included as moderator Ed Donley, chairman of the U.S. Chamber's Center for Workforce Preparation and Quality Education and chair of LEHIGH VALLEY 2000.

DETROIT 2000:

Let Parents Choose

Lawrence Patrick, president of the Detroit Board of Education

...[I]f we can [adopt the National Goals] in Detroit, you can do it...in your town....We had a terrible situation, not unlike the situations that exist in all major cities....

The first thing that we did was...[make] certain that everybody understood really how bad it was....We wouldn't let folks suggest — even for one moment — that

"We wouldn't let folks suggest — even for one moment — that the problem wasn't that bad, that it was temporary ...or to just add a little more money would fix it."

the problem wasn't that bad, that it was temporary...or to just add a little more money would fix it. We were not educating our children...our public school system was not working.

...[T]he second thing that we did was we went to every segment of the community once again and asked whether they would make a commitment that educating our children would be the number one priority in our town...[with the message]: "We're going to continue to have problems of unemployment, drug abuse, all of the problems, unless and until we educate our children."

...We then said, "Okay. Now we have to have some goals."...Decision-making would have to be moved to the local school....We'd have to rely on the good

See Detroit, next page

METRO RICHMOND 2000:

Get Your Story Out

Jeannie Baliles, chairperson for Virginia Literacy Foundation

... As a result of [court-ordered busing] there is still among some people...a residue of suspicion [in the Richmond area]...large numbers of people [had] left the public school system....METRO RICHMOND 2000 represents a unique opportunity because it is a time really of continual healing ....[A]mong the five superintendents who represent these jurisdictions, there is complete and total cooperation all the time....They meet frequently, but the public doesn't necessarily know that, and some of the old timers still are a little suspicious. "You're going to send my children across lines to another school? Is that what METRO RICHMOND 2000 is all about?" So you have to get your story out. The story of AMERICA 2000, of course, is a great story, but it doesn't matter

"The story of AMERICA 2000, of course, is a great story, but it doesn't matter how great it is if no one knows how great it is. That basically is the reason for having a kickoff in the first place...."

how great it is if no one knows how great it is. That basically is the reason for having a kickoff in the first place....

It quickly became apparent that we should take advantage of Lamar Alexander's expected visit in October

See Metro Richmond, next page

SAN ANTONIO 2000:

Build on What You've Got

Joseph Krier, president of the Greater San Antonio Chamber of Commerce

...I'm reminded of the song that Aretha Franklin sang...called "Reach Out." ...[If] you're considering [AMERICA 2000] for your community...remind yourself every day that you've got to reach out...further...to bring the people in your community together.

"...remind yourself every-day that you've got to reach out...further...to bring the people in your community together."

Our Chamber hosted a community retreat on the topic of "What is the Proper Role of Business in Support of Public Education?"...Out of that session, we decided...we needed a community-wide umbrella organization that would try to set goals with regard to literacy and dropouts; [would] deal with the myriad of non-profit organizations in our community...with regard to [who gets] funding for education; and [would] try to have an independent entity that would provide for accountability.

Over the next two years, we went to a number of entities to try to forge a partnership...there was a lot of resistance...with people saying, "Why do we need to do this? We're engaged in programs....Let's not rock the boat...." The business community wasn't satisfied...as we talked to parents, it was clear...they weren't....So we decided to try to find some partners who would help us.

See San Antonio, next page

Detroit, continued

principles of market forces to make certain that we would have quality education in Detroit....Once you have autonomy at the individual schools, you're going to have diversity....When you get competition, it's going to drive the quality up at every single school.... [P]arents in Detroit...came to believe that they have an absolute right to choose...and that really moved the locomotive down the track.

From...1988 and to the present...we set more specific goals...the percentage of students that would graduate from high school...[no] drugs and weapons in our classes, and our students would exceed the national average on test scores....

Every segment of the community stayed at the table....So when there was an opportunity to participate in AMERICA 2000, that was a piece of cake...all I had to do was make a phone call.... That was because we started early in building a relationship, building a coalition and making a commitment...

"If we don't all win together as a nation, then we're all going to lose."

DETROIT 2000 is going to provide an opportunity for all of us to come together — communities throughout this nation — to focus on accomplishing the same goals, and it means that I'll be able to share problems that I might encounter — as well as innovative solutions, and I'll be able to listen to your ideas....[I]t's not going to matter if we win in Detroit, if you lose in Iowa, Minnesota, Wisconsin, Florida, Tennessee. If we don't all win together as a nation, then we're all going to lose.

Metro Richmond, continued

[1991], as well as a renewed interest in education in the community, so we put together our steering committee....You reach out to everybody....Most importantly, you bring in people from the media. We have three commercial television stations...and we have one representative from each of those stations, as well as from the major radio station, newspaper.... And, here's the key — you need a good PR person. Get someone from the best advertising agency or public relations firm in your community to be a part of your steering committee.

Then as you plan your kickoff — you need a spokesperson....No matter how great your idea is, the press does not exist to write good things about your community. The press exists to try to find the conflict....Be prepared before your kickoff with answers to the tough questions. Choice....Budget woes....Don't just go in there with a good feeling that because what you're doing is great and wonderful, everybody else is going to see it that way. They're not....Have media on your side....

[After the kickoff]...you think the press is going to forget you? No. They're going to come back in a few weeks or months and say, "Okay. You had this big exciting announcement, now what are you going to do?" Don't let them down....Have another occasion...three to six months after your announcement....All you need is a lot of enthusiasm and a real tough skin.

Editor's Note: On January 22, three months after the kickoff, METRO RICHMOND 2000 held a public ceremony during which key community, business, government and education leaders signed a resolution to make sure "we can see positive [education] change by the year 2000."

San Antonio, continued

We went, in our case, to the City of San Antonio, to the County of Bexar, and to the University of Texas at San Antonio...and said, "If you will commit to put $25,000 a year into a pot for three years, we will do likewise, and with that $100,000 a year for three years, we will fund and staff an operation independent of this Chamber that will attempt to bring this umbrella group into realization."

"We are now engaged in reaching out even further...to form a community-wide advisory board..."

...[A]bout the time that happened, President Bush came out and announced his National Goals for Education. We met with our partners and said, "Boy, is this a great opportunity." ...We called up Washington and said, "We're with you, guys...."

That's what brought us to where we are today...a program that is funded, that has hired an executive director, that operates independently of our Chamber — and we thought that was very important because we find that there are some community groups, neighborhood organizations that are suspicious of Chambers of Commerce ...[W]e got the University of Texas to agree to contract out the staffing for our program.

We are now engaged in reaching out even further...to form a community-wide advisory board...that will help set policy for this group. We think if we will continue to reach out like that, we can guarantee that the support for this program will continue to be community-wide.

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AMERICA 2000

NUMBER 08, WEEK OF FEBRUARY 3, 1992 U.S. DEPARTMENT OF EDUCATION

Charlotte Sets Sights for Year 2000

According to Dr. John Murphy, superintendent of Charlotte-Mecklenburg County Schools and a leading catalyst for CHARLOTTE 2000, his community hopes to show that a new, break-the-mold school system can be converted in "a relatively short period of time." During a recent meeting in Washington, D.C., Dr. Murphy spoke of his experiences in reforming education in the North Carolina metropolitan area, an area he referred to as "just like any other urban school system in America." Following are excerpts of his remarks.

...In Charlotte, North Carolina...I'm being allowed to pursue a dream....I firmly believe that American public schools can meet the needs of all of America's children.... Charlotte is a community that believes in that dream, too.

We're engaging in a process in Charlotte to develop...one of the most exciting school systems in the United States, a system that hopefully can show that an American school system — a total system — can be converted in a relatively short period of time....Our task is to create a break-the-mold system....

Charlotte-Mecklenburg, a county school system, is just like any other urban school system in America. We've got the same problems with under-performance on the part of our students; a large gap between black and white youngsters....We've got an unacceptable drop-out rate. We have discipline problems. Everything that everybody else has — we have.

Our challenge is to correct that and to correct it quickly....The first thing that we did was try to identify what our problems were....We began by having a series of town meetings. We broke into regions within the county, highly publicized the meetings, invited citizens to come out, and at each of those six town meetings, we had 400 to 600 people in attendance, telling us what they thought about the school system, what they considered our problems to be. We took very careful notes so that we could address those concerns as we moved forward. We surveyed our staff to find out what the barriers were to teaching within our schools and in our individual classrooms.

I conduct a monthly radio talk show...and a quarterly television talk show so people can also call in and question what's happening in the school system, but to also let us know what their concerns are about the school system.

We've gone to our business community to find out what the problems are with the graduates who are leaving our schools, coming into the workplace. We're looking at the data coming back from our colleges and universities to see how well our students are performing when they go on to higher education. We carefully examined all of the outcome data in our school system, and then made that data clearly visible for the entire community....

Once we went through the process of identifying the problem, we then began the process of trying to correct it....We started by getting our Board of Education to go off on a three- to four-day retreat, when we established a vision for the school system, and that vision was to develop a world class school system that would incorporate the six National Goals. We said that we didn't want to be competitive with suburban America; we wanted to be competitive with Bonn, Osaka, Moscow, and every other corner of this world....

Through our Chamber of Commerce, we formed a partnership, and we began to develop planning needs to address the various goals that we set for our school system....[W]e went to the business community and we established an Efficiency Study Team, and we've been out taking a look at every area of our operation to see if our dollars are being spent wisely.

We've completed the first phase of that efficiency study, and I [recently] announced our first administrative restructuring after six months in the position. I eliminated 49 positions from my administrative staff and sent $2 million back to the front lines of our schools, back into our classrooms. By eliminating the 49 positions, I also freed up a building, which then set up an offset of $8 million to construct a new elementary school, so the process brought $10 million in revenue back immediately....

See Murphy, next page

Amended S. 2 Passes

By a 92-6 vote, the Senate Tuesday passed S.2, which in its final form included three AMERICA 2000-related amendments:

1. **Flexibility.** Three hundred school districts in six states may petition the Education Secretary for waiver of federal rules governing elementary and secondary education programs when there is a strong educational purpose supporting the waiver.
2. **New American Schools.** In each of the next three years, a state may use up to 25 percent of its share of $850 million in newly authorized federal funds for New American Schools.
3. **World Class Standards/Academic Achievement Tests.** Reconstitutes the National Education Goals Panel and creates the National Education Standards and Assessments Council to ensure the development of a voluntary national system of assessments tied to world class standards in the five core subjects.

The bill did not include the Hatch amendment, creating six demonstration projects for low-income private school choice.

"These are real steps forward," said Secretary Lamar Alexander. "Still these steps do not go far enough, fast enough, and the President will keep fighting for more radical change in the American education system."

H.R. 3320, which calls for a limited version of choice is expected to be taken up by the full House in late February.

Murphy, continued

Those are the kinds of things we're doing with the expertise from our business community to establish the foundation of confidence....Once we set the mission and took a look, and identified all of those problems, we then brought all 10,000 of our employees together....We didn't talk to just our teachers, we talked to our janitors, bus drivers, principals, to every single person that impacted the daily lives of the children...so that they would feel part of that team as we move forward....

Based on the vision, we set our specific goals, and then we went to each of our schools and set very specific goals for every one of our schools. We collected all of the baseline data and published in the newspaper exactly where every school was relative to that baseline data, and then we said, this is where we expect them to be next year....

In addition to that, we then went to our county commissioners, politicians, civic leaders...and we said, let's make this even more exciting. Let's put a pot of money out there, and for every school that meets those goals, let's give them a reward....

So what we have now is a pool of dollars that our county commission has given us. Every school that meets the goals, every employee in the school — teacher, secretary, janitor, principal, bus driver, cafeteria worker...will be entitled to a bonus at the end of the year. The professional staff members will get $1,000, and the non-professional staff members will get $500....In fact, I'd like to see us move in the direction that in the future all of our salary increases are tied to performance. If you get the job done, you get a good healthy raise; if you don't, you stay right where you were in the past....

With the help of foundations, we have brought together 10 of the most exciting educators in America to sit down and define for us, "What is the world class school system?" ...We are going through the process now of defining just exactly what is a world class graduate.... Once we come up with that definition, then back all the way down to pre-school years, to determine what has to happen every step to ensure that world class status when a youngster leaves our school system. Not only do we want to know what we have to do in terms of instructional standards, but what do we have to do organizationally to change what we now call "school" to be able to meet the kinds of standards that we're setting for every one of those children....[Our group of national experts] is working with us to help us define what those standards should be...and how we go about assessing whether or not the youngsters are meeting those standards....

We're talking about expanding schools beyond the traditional school. We don't see the walls of our structures limiting us any longer. We don't see a K-12 structure limiting us any longer....

We see the school day lengthening; we see the school year lengthening....We're also saying that if we're going to be realistic, we've got to get our community to totally buy-in, as they are, and understand that every problem in society can't be solved with the school system...somehow we [must] bring all of our agencies together to begin to join services as we address the issues that are facing the children of society today.

When we complete this process, our Chamber of Commerce, in April or May, will then be sponsoring an Education Summit....We will then bring the experts into our convention center, and everybody in Charlotte and Mecklenburg Counties will be invited to come to the Education Summit and respond to that definition of a world class school system.

At the end of that process, we then expect to have a definition of where we're going to be in the year 2000...a step-by-step process to get us to that point with specific benchmarks so that we can report back to the community....

My response to the community....If we miss the benchmark, then fire me, because I'm not doing my job....But whatever you do, don't compromise the standards....[W]e must set high standards, and we must set high expectations of all of our children. We can do it. There's absolutely no reason why every school in America can't be a successful school.

Bush Talks AMERICA 2000

During the State of the Union Address January 28 President Bush said that AMERICA 2000 will help the nation "be the world's leader in education ...[and] revolutionize America's schools. My plan will give parents more choice, give teachers more flexibility and help communities create new American schools."

"Thirty states across the nation have established AMERICA 2000 programs. Hundreds of cities and towns have joined in," he said. "Now Congress must join this great movement."

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Why Education Needs Change: One Student's Story...

(excerpts from remarks by Maine Commissioner of Education Eve Bither, a former teacher, at a recent AMERICA 2000 conference in Washington, D.C.)

...When I think about the changes that are necessary, [I think about] John, who wanted to take physics from me. The only time that fit into his schedule was when I taught an honors class. Now, John was in a non-college program...and his guidance counselors had fears about how he would be able to perform in an honors physics class.

When John came to class, we found out that he had never had even basic principles in algebra, [never] been asked to write a [lab] report. He didn't know trigonometry. I taught him a little algebra and trigonometry on the side and found out that he had enormous potential, that numbers came very easily....

He quickly became the best experimenter in that class....Very soon he was the most desired lab partner in his class....He had an enormous sense of space, spatial relationships. And he walked through the class describing to the rest of the class the propagation of the electromagnetic spectrum. Now this is not the sort of thing that normal high school students get excited about....[but] John did it so that his peers and his classmates became excited about that. He finished the course with good speed with a satisfactory grade. John had all the makings to become an engineer, or at least a good technician.

Now this is a story that should have a happy ending, but it doesn't. Five years ago I was in a sandwich shop in Portland, and there he was making submarine sandwiches. We reminisced a bit about his time in our physics class, and he said: "It was the only time I ever talked to the kids in that class. I never even knew them in this high school...."

"What happened, John?" I said. "Well, my dad died and my mother didn't know where to go for help," he said. "Therefore I never went on to college and so now I am making sandwiches."

...John is the reason that things have to change. Where was I, as his physics teacher, when he became a senior? Why did I not make sure that John had a better schedule? Where was his guidance counselor in assuring that he took a more challenging curriculum? Where was the system...to support him and to make sure that he today had one of the jobs that certainly this country has a great demand for?

For me, John is the reason for wanting to work toward systemic change.

AMERICA 2000

NUMBER 19, WEEK OF FEBRUARY 10, 1992 — U.S. DEPARTMENT OF EDUCATION

Universities Set Sights on the National Education Goals...

Colleges and universities across the country are starting to look hard at their role in education reform at the elementary/secondary school level. Following are ways that several universities are joining with their communities in helping to achieve the National Education Goals.

University of New Hampshire-Durham.

The university is helping the town of Derry implement its "21st Century Learning Community" project — a comprehensive plan to transform the local schools. The university is designing special courses to retrain Derry teachers in new teaching methods, including new strategies for teaching disabled and at-risk kids. The university's faculty has announced its commitment to the program, which will involve sessions in the schools and on the Durham campus.

The University of Wisconsin—Stevens Point.

The university has joined forces with its local school district to lead a community crusade toward the National Education Goals. Last summer, Chancellor Keith Sanders and Dwight Stevens, the local school district administrator, developed an action plan enlisting the talents and efforts of university faculty and staff, school board members, teachers, and other community representatives. The collaboration has produced a local strategy to achieve the goals, called, "Every Child, My Child." It is currently under review by the governor's office and the state department of education.

Wesleyan University, Middletown, Connecticut.

Under President William M. Chace, the university is giving students academic credit in courses that train them in academic disciplines but also give them experience as literacy tutors. Participating Wesleyan students act as tutors in Middletown area elementary, middle, and high schools where there are high concentrations of disadvantaged kids.

University of Texas at El Paso.

President Diana Natalicio has been a key player in EL PASO 2000, her community's

See Universities, next page

NEBRASKA 2000 Adopts Postsecondary Education Goals

As part of NEBRASKA 2000, the state has become first in the country to develop postsecondary education goals. The goals are adapted from the six National Education Goals. In brief, they are:

1. All postsecondary students ready to learn;
2. College graduation rates sufficient to meet Nebraska needs;
3. Demonstrated competency in challenging subjects at the college level;
4. Nebraskans among the world's best in science, mathematics and other subjects necessary for global competition;
5. Every adult Nebraskan literate and able to compete in a global economy;
6. Drugs and violence out of Nebraska postsecondary institutions.

"We believe it is very important that postsecondary education institutions, principally through their teacher education programs, provide support to the National goals," said Bruce G. Stahl, executive director of the Nebraska Coordinating Commission for Postsecondary Education. "We also believe all postsecondary education institutions should assume responsibility in a broader context as well."

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NEWS IN BRIEF...

STAUNTON 2000

On January 28, U.S. Assistant Secretary of Education Betsy Brand joined U.S. Representative Jim Olin (D-VA) and education, business and civic leaders in Staunton, Virginia, at the kick-off of STAUNTON 2000. The kick-off event took place at Robert E. Lee High School.

"We're finding that AMERICA 2000 provides an excellent way of getting Staunton's business and community people involved in the educational process," said Kay Watkins, who co-chairs STAUNTON 2000. "In the past several months, we have worked hard to assess Staunton's needs and to formulate goals for the future. We've also developed a framework to achieve those goals."

Staunton is the second Virginia community to launch an AMERICA 2000 effort. METRO RICHMOND was launched last October.

LAKE WORTH 2000 and GLADES 2000

Over 300 people attended the kick-off of LAKE WORTH 2000 and GLADES 2000 (Florida) at Lake Worth High School, February 5. School superintendent Monica Uhlhorn, school board chairman William Graham, other community and education leaders, teachers and students joined U.S. Deputy Secretary of Education David Kearns for the event.

While at Lake Worth High School, Deputy Secretary Kearns visited two magnet programs—an Aerospace Science JROTC program, and a program emphasizing medicine and allied health professions.

school reform initiative. "UTEP," which draws more than 80 percent of its student body from El Paso County, already has a close and collegial relationship with the local schools. In one example of their renewed collaboration, university faculty members work with the schools to help strengthen academic programs and better prepare students for college-level work.

Howard University.

Located in Washington, D.C., the university is helping local high school students to meet Goal Four of the National Education Goals, which calls for American students to be first in the world in science and math achievement by the year 2000. This summer, as part of the Upward Bound program, Howard University will offer an intensive six-week program of math and science for high school students from the region.

New Mexico State University in Las Cruces.

Dr. Tom Gale, Dean Emeritus of the university's college of arts and sciences was concerned that his city's schools were failing to give students the education they need. Dr. Gale joined forces with Mayor Tommy Tomlin and School Board President Patsy Duran and assembled a LAS CRUCES 2000 steering committee of more than 92 people. They adopted the six National Education Goals, and are putting together six teams — one for each goal — to decide how to develop a community strategy.

California State University, Sacramento.

President Donald R. Gerth is working in partnership with two local school districts and community service agencies to help at-risk students in West Sacramento. The tutoring, counselling, and staff training provided by the project is intended to boost the academic performance of the students and to improve their chances for success after high school.

Community College of Rhode Island.

President Ed Liston's award-winning "tech prep" program is helping the state reach National Education Goal Number Five, which calls for Americans to be literate and to possess skills necessary to compete in a world economy. The college has helped more than 20 Rhode Island high schools put in place a series of special courses in applied science, math and communications. When students arrive at his college, Liston says, they are far better prepared and more focused on a career than kids who come from vocational or general education tracks.

Vanderbilt University.

Under Chancellor Joe Wyatt, researchers have come up with an innovative way to help students bridge the gap between school learning and learning in the "real world." The research team has produced a series of interactive video productions, "The Adventures of Jasper Woodbury," which uses stories to present students with complicated, real-life mathematical problems in a form that is much more accessible than the traditional textbook word problem. It is currently being used by a number of states.

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NEWS IN BRIEF...

ILLINOIS 2000

U.S. Secretary of Education Lamar Alexander joined Illinois Governor Jim Edgar (R) for the kickoff of ILLINOIS 2000, the state's effort to achieve the National Education Goals, on February 11.

"It takes more than a teacher today to educate a child. Students need the encouragement of their parents, and they need the support of their communities and business leaders," Gov. Edgar said.

Governor Edgar, who has worked closely with the State Board of Education in charting the ILLINOIS 2000 initiative, announced a statewide committee that includes chief executive officers of leading Illinois corporations, union leaders, educators, statewide officials and legislative leaders.

Illinois joins 32 other states, the District of Columbia, American Samoa and more than 1000 communities that have committed to work toward achieving the National Education Goals by adopting the AMERICA 2000 strategy.

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AMERICA 2000

NUMBER 20 WEEK OF FEBRUARY 24, 1992 U.S. DEPARTMENT OF EDUCATION

New England Communities Move Toward the National Education Goals

From Maine to Rhode Island, many New Englanders are starting to look hard at education reform in their communities and are organizing locally-driven efforts to achieve the National Education Goals.

The communities featured this week have all started the four-part process to become AMERICA 2000 Communities. Similar activities are going on throughout New England, as well as other communities throughout the country. From time to time, the AMERICA 2000 Newsletter will feature other regions and highlight their progress toward the National Education Goals.

LEXINGTON 2000 (Massachusetts)

To assure school readiness, National Education Goal One, Lexington leaders believe there must be a formal link between preschool and kindergarten, and the town is gathering data about students in local preschools to assist in placements. To address concerns about meeting world class standards, the town has launched a research effort to learn more about other countries' teaching methodologies. A new elementary math program is now in place and the town's elementary and middle school science curricula have been revamped. [For

See New England, next page

AMERICA 2000 AND SCHOOL FINANCING

During a recent AMERICA 2000 conference in Washington, D.C., a question was raised about the impact of tight budgets and AMERICA 2000. Following is how panelists responded:

Cathie Zarlingo, parent and small business owner (GRAND JUNCTION 2000) You don't want to drain the funds of your school districts, and as, in the State of Colorado, we are facing extreme budget cuts with education.... [Yet] there are things that have to be done....

We strongly believe that our education budget has to be for working with the kids, providing materials for them, [and] providing teacher's salaries. We [GRAND JUNCTION 2000 organizers] are in the process of filing papers to form what we call a 51 Foundation — our district number is 51. People in our community will be able to be contribute a mere $51 to that foundation and become a founding member, and that money will be used for the paperwork; for teachers' subpay if they are on a committee and need to meet.

There are ways to do that, and you have to really look at businesses and how they fund some of their extra business activities...so it's possible, even in the great budget cuts that we're all facing.

Bruno Manno, acting assistant secretary for policy and planning, U.S. Department of Education: [We need to look at]...whether the resources [e.g., money] that we're putting into the system are going to the sorts of things that they should go to — then, related to that, whether there can't be a reallocation of resources within the system to support those priorities that we think are important. That's one way into that question. Another way is to say...sure, there are some things that are worth more money. And probably the way into that question is not so much to ask for [the money] up front but to begin to change the system, and in the process of changing the system, create a different kind of output that attracts people. There is a real truism to the phrase, "Quality attracts money."

John T. Kauffman, chairman and CEO, Pennsylvania Power and Light Company (LEHIGH VALLEY 2000). ...In the Lehigh Valley, we really have not solicited funds. [Our] effort has been done on a totally voluntary basis of people's time and effort, and we've had some 350 or 400 people in the community involved.

The few dollars that we've had to go out and solicit have been for a few things like breakfasts and things like that, but we aren't really getting money to do it. It's volunteer time.

I feel good about doing it that way, because I think too often groups decide, "Well, let's go get the money," and then decide how are we going to spend the money, rather than getting at the objectives of the effort.

C.R. (Bob) Bell, president, Greater Omaha Chamber of Commerce (OMAHA 2000): I do not believe that [tight] funding has had any impact on us in Omaha, in regards to [organizing] AMERICA 2000. I think that resources — not all money — [can result] as business gets involved, as the federal government gets involved, as the local government gets involved, and so forth.

But I do not see that a great impact will result by just stimulating money into the educational system...[to achieve] the AMERICA 2000 goals.

***NEWS IN BRIEF,** continued*

First Lady Barbara Bush Visits MISSISSIPPI 2000 And WINONA 2000

First Lady Barbara Bush and Deputy U.S. Secretary of Education David Kearns joined Gov. Kirk Fordice (R) local educators, community leaders and a crowd of about 700, in the kick-off of MISSISSIPPI 2000 and WINONA 2000 on February 10.

The Winona School District is reportedly ranked among the poorest 10 percent of school districts in the state. "We've got to set our sights high if we're going to get anywhere," said Gov. Fordice. While in Winona, Mrs. Bush read to same fourth grade class and helped students with a computer-based quiz. "I have come to cheer Mississippi," said Mrs. Bush, adding that WINONA 2000 is "setting an example for the state of Mississippi and the entire country."

Miss America Visits Alabama

As part of a national tour promoting AMERICA 2000 and education reform, Carolyn Suzanne Sapp, Miss America 1992, visited Birmingham, Alabama, for the kickoff of SHELBY COUNTY 2000 on February 7.

She visited Cahaba Heights Elementary School, which is one of three Jefferson County schools that have been named finalists in the U.S. Department of Education's Blue Ribbon Schools program.

"We can solve these problems if we bring them home" rather than expect the federal government to solve them, Miss Sapp said.

more information, contact: Richard Barnes, Superintendent; Lexington Public Schools; 1557 Massachusetts Ave.; Lexington, MA 02173]

FALL RIVER 2000 (Massachusetts)

In 1991, three area organizations — the Private Industry Council, Chamber of Commerce and the Fall River Area Planning Task Force — formed a coalition and held a major education conference last June. Attended by more than 200 townspeople, the group took a broad look at reforming the public school system. Nine resulting subcommittees are now exploring reform issues including curriculum, parental and community involvement, social and health services, school management and accountability, adult literacy and lifelong learning, early childhood development, teacher preparation and school assets. [For more information, contact: John R. Correiro, Superintendent; Fall River Public Schools; 417 Rock Street; Fall River, MA 02720]

DERRY 2000 (New Hampshire)

After conducting a local survey on education, the suburban community realized that its students were not performing well and decided to capitalize on local parent and community support to completely reform its schools. One aspect of the "Derry Plan" is optional year-round schooling which operates on a 45/15 day cycle and utilizes a university sponsored math/science/technology lab school. The plan revolves around ten concepts within the framework of three areas — facility, management, curriculum. [For more information, contact: David Brown, Superintendent; Derry Cooperative School District; 18 South Main Street; Derry, NH 03038]

MANCHESTER 2000 (New Hampshire)

After doing a local survey on education needs for the 21st century, the city developed eight education goals which parallel the six National Education Goals. Active in the U.S. Department of Labor's school-to-work transition programs, the town intends to emphasize occupational awareness, lifelong learning, communications skills and appreciation of the arts in its reform strategy. [For more information, contact: Eugene Ross, Superintendent; Manchester Public Schools; 196 Bridge Street; Manchester, NH 03104]

WARWICK 2000 (Rhode Island)

The core of Warwick's program is Goal Three, proficiency in the core subjects, and Goal Five, adult literacy and workforce competitiveness. One of the major thrusts of the town's reform efforts centers around developing a high performance school/business/community partnership. [For more information, contact: Henry Tarlian, Superintendent; 34 Warwick Lake Avenue; Warwick, RI 02889]

FREEPORT 2000 (Maine)

According to Freeport community leaders, reform efforts will emphasize technology and its uses in developing both communication and problem solving skills. The town also plans to promote family literacy as a necessary component in helping with homework assignments and is also looking into the possibility of a middle school apprentice program with the business community. [For more information, contact: Robert L. Lyman, Superintendent; Freeport Public Schools; 30 Main Street; Freeport, ME 04032]

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NEWS IN BRIEF...

WASHINGTON 2000 Kicks Off

Washington became the 34th state to launch an AMERICA 2000 initiative when Governor Booth Gardner (D) announced WASHINGTON 2000 on February 29. The governor said that he and Frank Shrontz, chief executive officer of The Boeing Co., will serve as the honorary co-chairmen of the Washington state effort. Lt. Gov. Joel Pritchard (R) will serve as the executive chairman.

FRESNO 2000 Launched

On February 18, Fresno became the first community in California to launch an AMERICA 2000 initiative with the kickoff of FRESNO COUNTY 2000. Secretary Lamar Alexander joined Fresno County School District officials, Mayor Karen Humphrey and other business and community leaders at Balderas Elementary School.

Pete Mehas, Fresno County superintendent of schools, said, "After listening to the President's AMERICA 2000 speech, it became apparent Fresno had the foundation and the leadership to join the national crusade locally, develop this educational program, and as a community, make it happen."

HOUSTON 2000 /TEXAS 2000

Secretary Alexander joined Houston Mayor Bob Lanier (D) and other Houston civic, business and education leaders on March 3 for the kickoff of GREATER HOUSTON 2000.

The announcement took place at a luncheon at the Forum Club of Houston. Earlier in the day, Sec. Alexander joined leaders of more than a dozen COMMUNITY 2000 efforts in the Houston area for a NASA/Partners in Space/ AMERICA 2000 rally. Communities represented were: the Woodlands, Runyan, Tomball, Katy, Santa Fe, Alvin, Goose Creek, North Forest, Hollibrook, Sunbelt-Ellington Chamber of Commerce, La Porte, Texas City, Dickenson, and La Marque.

On March 5, TEXAS 2000 was officially launched when the first

See News , continued

AMERICA 2000

NUMBER 21, WEEK OF MARCH 2, 1992 U.S. DEPARTMENT OF EDUCATION

686 Teams Submit NASDC Designs

Nearly 700 design teams from 49 states have responded to the New American Schools Development Corporation's (NASDC) request for proposals (RFP) to create new, break-the-mold schools. Deadline for submissions was February 14.

As many as 30 of the competing teams are expected to receive one-year design contracts for up to $3 million from NASDC, a private, non-profit organization, created in July 1991, to underwrite designs for schools that will reach the National Education Goals and world class standards in the five core subjects.

"Before we have given away one single penny," said NASDC Chairman Thomas Kean, "we have sparked an unprecedented collaborative process, all across the nation, on the part of American education's brightest people."

The teams which submitted proposals generally were collaborations of partners from business and industry, K-12 education, state and local governments, high technology concerns, foundations and think tanks. Included were:

- ▲ 240 school systems and school boards;
- ▲ 226 business partners, representing both major corporations, regional and small businesses;
- ▲ 140 colleges and universities;
- ▲ 136 think tanks, associations or foundations.

By state, California groups submitted the most proposals (93), followed by New York (48), New Jersey (33) and Texas (30).

Following the first year design work, about half of the selected teams will then be chosen for two-year contracts to test their ideas in real school settings. In the final phase of NASDC's program, design team members will provide assistance to communities who want to adapt the designs and put them in place in their own schools, resulting in tens of thousands of New American Schools across the country.

"We have had many promising reform efforts in this country over the last 15 years," Kean said, "but no one has ever mounted a design team and dissemination approach this

See NASDC, next page

NEW AMERICAN SCHOOLS DEVELOPMENT CORPORATION
Proposals Received Broken Down By State
AMERICA SAMOA - 1
CANADA - 9
TOTAL - 686

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NEWS IN BRIEF, continued

meeting of the TEXAS 2000 steering committee was held. Texas becomes the 35th state to launch an AMERICA 2000 initiative, joining more than 1,000 communities, the District of Columbia, and American Samoa.

FAIRBORN 2000 Moves Ahead

After adopting the National Education Goals in early November, Fairborn, Ohio, is well underway in developing its AMERICA 2000 strategy. According to local leaders, the town's strategy will rely heavily on business-school partnerships — e.g., matching every school and eventually every teacher with a local business, as well as offering business incentives to encourage improved instruction and student behavior.

In addition to the business partnerships, Fairborn officials are studying preschool curricula offered by local programs and looking into how community day care centers can be involved in applying for Head Start funds. The school system plans to have a single-site location for all-day kindergarten for children as well as preschool children with handicaps.

Gov. George Voinovich (R), Congressman Dave Hobson (R), Fairborn City Schools Superintendent Stephen Scovic and other business and education leaders in the community have pledged their support for FAIRBORN 2000.

"The Fairborn community has done a tremendous job in working together to develop an education strategy for the future," said Rep. Hobson. "Through strong leadership, Fairborn has built a cooperative effort throughout the community — among educators, parents, business leaders and senior citizens."

Dayton and Middletown Join AMERICA 2000

On February 20, Deputy Secretary David Kearns traveled to Ohio for the launch of DAYTON 2000 and MIDDLETOWN 2000.

Ohio Governor George Voinovich (R), State Education Superintendent Ted Sanders and other community leaders led the Dayton kickoff, which was held at Meadowdale High School.

In Middletown, Kearns and Sanders joined Rep. John Boehner, School Board President Judy Thom and Middletown Superintendent Harry Eastridge for kickoff activities.

"The challenge and vision [of AMERICA 2000] may be national in scope, but the reality is that the local communities will achieve those goals," Superintendent Sanders said. "With all facets of the community committed to and working toward the achievement of goals and willing to hold themselves accountable, that's really what an OHIO 2000, an AMERICA 2000 Community is."

NASDC, continued

sustained, and this comprehensive. Our hope is to build on the good work that has already been done, but to go far beyond and into the arena of true systemic change."

NASDC held a series of four conferences last fall to seek input in forming the request for proposal for the design teams. More than 2,000 people attended. The resulting RFP sought proposals on curriculum, world class standards, teacher training, student motivation, parental and community involvement, the regulatory environment of the school, the school's or system's relationships to other systems, and the restructuring of the school's organization, finances and administration.

In making the announcement, Kean said that NASDC will begin evaluating the proposals later this month. Final selection, said Kean, will be based on the likelihood that the design team ideas will help students reach world class standards — and on the perceived potential for widespread application and replication.

According to Gov. Kean, the $200 million that NASDC plans to have available for design and dissemination will fund only a fraction of the proposals received. "That will leave many strong design team bids unfunded," he said. "But many teams have indicated that they are resolute in finding other funding for their ideas if they are not successful with NASDC." Kean said that NASDC officials are also exploring ways to work with the most promising of those teams that the corporation is not able to fund — to help them identify and secure the resources to continue their work.

NASDC's selection process will be completed and funding for design teams will be announced by May 31, 1992.

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AMERICA 2000 Communities and Choice

During a recent AMERICA 2000 conference in Washington, D.C., a question was raised about how communities were dealing with the school choice issue.

Jeannie Baliles, Chairperson for Virginia Literacy Foundation (METRO RICHMOND 2000):

We said, "Choice is on the table, just like everything else." We told the superintendents that it was going to be...and we had conferences with them...their response..., "We believe in tremendous flexibility and choice. We'd like to offer choice to our students, too. There are different degrees of choice." ...To ignore it or to say you're 100 percent for it, I think, are extremes that are probably going to get you in trouble, because it needs to be discussed and dissected, in accordance to your community's needs.

Joe Krier, president, Greater San Antonio Chamber of Commerce (SAN ANTONIO 2000):

Every community is unique.... We're going to push choice forward in our community, but if it becomes an insurmountable hurdle, we're not going to let that stop what we're doing. We'll just put it aside, move onto other things, come back to it...You cannot let the public education community run this program. You've got to ask them in, and you've got to keep them informed, but...I'm saying reach out...to the parents...employers or employees... neighborhood activists...[E]ven though we've got good, well-intentioned, hard-working people in public education, you and I know we're not getting...results....It is going to be hard, sweaty, nasty, confrontational work before it's all over....It's not really fair to judge the success of this program until we look back in about five years and say, "Have we really made dramatic difference?" So be prepared. You're going to have to pick some fights....

Rita Moniz, Professor of Political Science and Women's Studies, University of Massachusetts-Dartmouth (FALL RIVER 2000):

I'd like to share some information in terms of a resource for choice. Fall River, Massachusetts, was the first city in the United States to desegregate voluntarily on the basis of English as a first language.

In that desegregation plan, it included magnet schools and choice, and we are on our fifth year of an implemented choice program....The name of the person you should write to for information is Jim Wallace, at 417 Rock Street, Fall River, Massachusetts 02720....It may help you devise some strategies up front as you move through the choice issue in your community.

AMERICA 2000

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States, Communities Giving Families More School Options

In discussing AMERICA 2000, President Bush frequently refers to the need "to provide middle and low income families the same control over choice of schools that wealthier people already have." The President's FY93 budget request includes a half billion dollars in grants to help states and communities create "opportunity scholarships," a G.I. Bill for Children—federal dollars matching state or local dollars to provide scholarships of up to $1,000 that would support the education of middle and low income students at any lawfully operating school.

More states are giving parents more options. School choice is being considered by many states and communities across the country as a local tool for major education reform. According to the Center for Choice in Education (U.S. Department of Education), 13 states have enacted choice laws (including public school choice, vouchers, etc.), to date.

Following are excerpts from discussions about choice during several recent AMERICA 2000 Daily Conference Calls [Call (202) 736-2300, 11:55 am, EDT weekdays].

Choice Helps Build Ownership

Deborah McGriff, Superintendent, Detroit Public Schools. *When she took the job as superintendent in July, Dr. McGriff said that her number one priority was to expand educational choice for Detroit's parents and students.*

...When I arrived in July we had approximately 30 city-wide choice programs...and I've given people an opportunity to submit proposals to us for additional choice schools. [Recently] we submitted to the Board of Education 45 new additional proposals for choice schools. We're looking forward to providing to parents as many of those options as possible, beginning in September '92.

We don't see choice as a panacea, but we think when you combine choice with a school that has a specific theme and educational philosophy, that helps to build ownership. When you combine that with empowerment — the ability of a committee of educators, parents and community leaders to come together to solve problems — then you're going to have exciting student achievement.

Choice must be given not only to parents and students, but also to teachers and other educators. You must match educational philosophy and skills with the programs that you are going to deliver in school buildings....

Choice Means Empowerment

Ellen Sauerbrey, Maryland House Minority Leader. *Del. Sauerbrey has introduced two school choice bills in the Maryland legislature — one for low-income students, the other to relieve overcrowding.*

See Choice, next page

ACCORDING TO THE AMERICAN LEGISLATIVE EXCHANGE COUNCIL:

- In total, more than 36 states are currently engaged in some type of activity relating to public or private school choice — e.g., pending legislation, task force recommendations promoting choice, etc.
- At least 20 states are considering specific legislative measures on public/private school choice, and several other states will introduce choice measures when their legislative sessions begin.
- At least 10 states have acted on, or are considering proposals, to permit the use of taxpayer money for private school tuition.
- Legislators in Arkansas, Colorado, Iowa, Massachusetts, Minnesota, Ohio and Utah have already enacted statewide open enrollment legislation.

...One bill would eliminate or reduce construction costs of new schools by using existing classroom space in non-public schools...[providing choice] on a purely voluntary basis....It would be less costly than the current system, because the voucher in this case would be set at a maximum of 75 percent of the per pupil cost of educating the student in the county....

The other bill is really aimed at the low-income children....It would allow the parents a voucher to attend a private school. And again, it is a money saver for our state....The voucher proposed would be 50 percent of the state's current cost, which would mean something under $1,600 per child....[T]he average for the parochial system in Baltimore City is $1,800....That money...could then be used for better conditions in public schools... [Choice] would provide some competition...to force some change in intercity schools....The poorest families have the least choice...so this would give them some economic empowerment....

Choice Takes Time to Sell

Tom Feeney, Florida State Representative. *Rep. Feeney's bill — defeated in the Florida legislature in mid-February — has been chosen by the American Legislative Exchange Council (ALEC) as the prototype choice law.*

...Choice is a concept that is going to take some time to sell....We think we [in Florida] are going to have some form of choice very quickly.....As in many states, we have some unique constitutional problems....[W]e have a provision in our constitution that guarantees every student a free public education; we also say constitutionally that no funds [go]...to any religious institution. So we may ultimately have to have a constitutional referendum, not just for political reasons, but because of legal reasons.

Choice Is Evolutionary

Gerard Kosinski, Pennsylvania State Representative. *Rep. Kosinski was the author of a choice bill that garnered national attention last December before it was defeated on a constitutional issue.*

...[Choice] was probably the most controversial measure that Pennsylvania tackled in years....[The House and Senate bills] allowed for school choice in three ways. In public school choice it would allow parents to put their children in any other public school in [their home] district...space available. The second way, choice would allow parents to put the child in the school outside their school district....The most controversial measure was...going to allow up to $900 per child to be used at private schools....It is an evolutionary process. We feel we may not be able to get [school choice] this year but definitely within the next few years...in order to make the public school system compete and become better for it.

NEWS IN BRIEF...

NEVADA 2000

Secretary Alexander joined Nevada Governor Bob Miller (D) in Las Vegas March 9 for the kick-off of NEVADA 2000, the state's strategy to achieve the six National Education Goals. The NEVADA 2000 effort is chaired by Nevada First Lady Sandy Miller, and Ann Lynch, former president of the National PTA, serves as vice chairman.

The kick-off of NEVADA 2000 began with two morning workshops for state leaders. Panelists included several education officials, business leaders and two high school students. "Every community, every city and county, has to be a part of this effort," Sandy Miller said. "With all due respect, no governor, no legislature, no single set of legislative actors or appropriations can make the difference. We need to make the difference."

President Bush also participated in the announcement, phoning Governor Miller during the kick-off event.

Wisconsin Supreme Court Rules on Choice

The Wisconsin Supreme Court ruled March 3 that the state's school choice law does not violate the state constitution.

The program, enacted in 1989, permits up to 1,000 poor Milwaukee children to attend private, non-sectarian schools at public expense, capped at $2,500.

"It was a shot in the arm...the boost they needed," said Wisconsin state legislator Polly Williams (D), who sponsored the choice legislation. "Now we have a case tested all through the courts, one that withstood all challenges. The court affirmed that parents have the right to have decision-making over what happens to their own children."

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AMERICA 2000

NUMBER 29, WEEK OF MARCH 30, 1992 U.S. DEPARTMENT OF EDUCATION

AMERICA 2000: *One Year Later*

by Lamar Alexander, U.S. Secretary of Education

AMERICA 2000 will have its first birthday April 18. Just one year ago President Bush launched a strategy to help America, community by community, reach six ambitious National Education Goals by the turn of the century. The President and the nation's Governors had agreed on the goals after the education summit in Charlottesville.

AMERICA 2000 has helped to establish a radical new agenda for rethinking our educational system from top to bottom, and the U.S. Department of Education has become the sparkplug for that change.

> ***"AMERICA 2000 has helped to establish a radical new agenda for rethinking our educational system from top to bottom."***

AMERICA 2000 is not a seven-second soundbite and won't have instant results. Most of it is about helping Americans do things for themselves, in their own families, schools and hometowns.

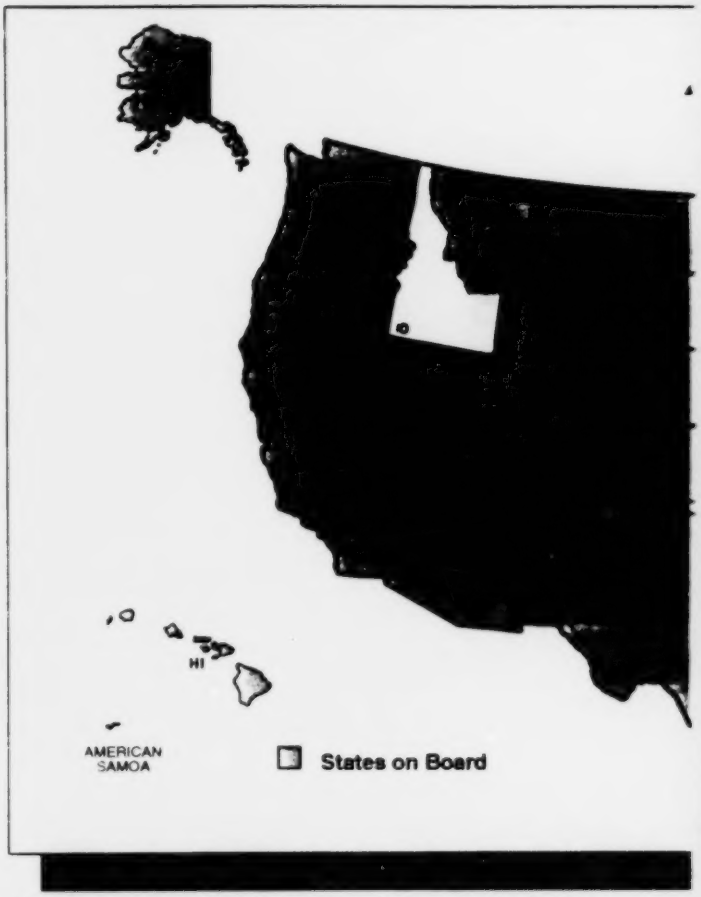
But there is new energy and a new agenda and an inevitable sort of momentum developing. Here are some of the most important things that have happened during this first year:

1. **More people saying "the Nation's at risk, so I may be, too"**—While not often on the front pages or at the top of the evening news, education is more often seen as the *solution* to what is at the top of the news. George Gallup says Americans think nothing is more important for the next 25 years than having the best education system in the world. Education has become the national worry.
2. **AMERICA 2000 Communities**—Led by both Democrat and Republican Governors, 43 states and more than 1,100 communities are mobilizing under the AMERICA 2000 banner to reach the six National Education Goals. Over 86 of Maine's 184 communities are MAINE 2000 communities. MEMPHIS 2000 has 800 persons working on task forces to find ways to reach the goals, develop progress reports, and create a New American School. AMERICA 2000 helps give shape to an emerging education movement that will be for America in the 1990s what the civil rights movement was in the 1960s.
3. **World-class standards and new curriculum frameworks**—The National Council on Education Standards and Testing and the National Education Goals Panel have moved rapidly to help create a consensus about what children should know and be able to do in order to live, work and compete in today's world. The National Academy of Sciences is coordinating the development of standards for the sciences; UCLA is coordinating history. The work in English, geography, the arts and civics is about to begin. I see math teachers learning the new standards in virtually every school I visit. States—with our help—are accelerating efforts to change curriculum frameworks to incorporate these new world-class standards.
4. **American Achievement Tests**—There is a new consensus about the need for and the shape of a voluntary national examination system so that parents and communities can know how their schools and kids are doing. In just one year the question has become not whether to do it, but how best to do it.
5. **September Goals Report** —In 1991, Governors and the Administration published the first annual September Goals Report measuring the nation's and each state's progress toward the six National Education Goals. Each year these reports will be increasingly powerful engines for change.

> ***"AMERICA 2000 is about helping Americans do things for themselves, in their own families, schools and hometowns."***

6. **New American Schools**—The New American Schools Development Corporation formed, raised over $45 million, and received nearly 700 proposals from design

See One Year Later, next page



teams that want to help communities create their own "break-the-mold" schools. Minnesota has authorized the creation of deregulated charter schools, a sort of independent public school. Other states, including California, Colorado, Connecticut, and Michigan, are considering similar proposals.

7. **More school options for parents**—This year 10 more states gave parents more choices of the schools their children attend as a way to unleash competitive forces to improve all schools. The President proposed a half billion dollar program to help states create their own GI Bill for Children, $1000 scholarships that would follow the children of middle- and low-income families to any lawfully operating school.
8. **Flexibility for teachers**–Ohio, Texas, and 12 other states have given state commissioners of education broad authority to free from regulation schools that set high goals and produce results. The President wants Congress to do the same with federal funds.
9. **Money**—Education is the President's No. 1 federal budget priority, including record increases for Head Start, for grants and loans that help families pay for college, and for university research and development. Much of the new funding proposals support the agenda for radical change: New American Schools, standards and testing, choices for families, flexibility.
10. **A bi-partisan spirit**—All the Governors of both parties set the National Education Goals, and almost all are involved in the AMERICA 2000 partnership. In turn, STATE and COMMUNITY 2000 efforts include educators at every level because nothing will change in education unless it changes inside the classroom.

> ***"All the Governors of both parties set the National Education Goals, and almost all are involved in the AMERICA 2000 partnership."***

Disappointments? I wish AMERICA 2000 had an hour on television every day, and two hours on radio to carry the message. After all, in the end what we are trying to do is to help people rethink their attitudes and ways of doing things.

> ***"Disappointments? I wish AMERICA 2000 had an hour on television every day, and two hours on radio to carry the message."***

And I am disappointed in the failure, so far, to achieve the same bi-partisan consensus with Congress that we have with Governors. There have been a few important areas of cooperation. The National Council for Education Standards and Testing included members of Congress. Congress appropriated $100 million for AMERICA 2000, but Congress can't seem to agree on how to spend it. The President wants to give teachers more flexibility, to help communities create New American Schools, and to give families more choices of schools. Yet the Congress cannot bring itself to support this much change.

> ***"And I am disappointed in the failure, so far, to achieve the same bi-partisan consensus with Congress that we have with Governors."***

During the past year I have spent about half my days in schools and communities helping to begin AMERICA 2000 efforts. What I see is usually inspiring—families, students, and teachers straining to fit out-dated school structures and community attitudes with a world that has changed dramatically:

- ▲ Math teachers retraining to teach to vastly different standards;
- ▲ Decatur, Georgia, raising $1 million a year to help children outside the schools so they can learn while they are inside;
- ▲ Murfreesboro, Tennessee, opening all its elementary schools 12 hours a day and in the summer to fit needs of working families;
- ▲ In Minnesota, a kindergarten in a bank, a school in a shopping mall, and a school for teenage mothers in a corporate headquarters;

ERICA 2000: *One Year Later*

▲ In Derry, New Hampshire, plans for a year-round school that includes the Alan B. Shepard School of Math and Science;

"Our goals for this next year are to double the number of AMERICA 2000 communities, to help those communities succeed, to move ahead with world class standards and the national examination system, to launch the first wave of design teams creating New Americans Schools, to push more decision making into the hands of teachers and school leaders, and to place more school choices into the hands of parents."

▲ Milwaukee, giving poor families more of the same choices of schools wealthier families already have, including private schools;

▲ Louisville, Kentucky, saving money by giving school principals the right to acquire electrical services and air conditioning somewhere other than the central maintenance system;

▲ Balderas School in Fresno, California, with evening classes for Hmong, Cambodian, Laotian and Spanish-speaking parents so those parents can understand what their children are learning;

▲ Hispanic first graders in the Bronx learning English on computers so they can improve their math scores.

Standards are higher. Children are growing up differently. School systems and ways of thinking are atrociously out of date. And most adults are finding we need to go back to school ourselves.

It is harder today to be a teacher, to be a student, to be a parent. More of us are gradually realizing that radical change in our schools, rather than business as usual, will be necessary if we are to reach the ambitious education goals by the end of the century. And it is also dawning on more of us that there will also have to be radical change in our attitudes outside our schools, within our families and in our own communities. Schools must become better, but that means changing communities, too. It's hard for a school to be a better place than the community it serves.

"The best way I can think of to show the world the best in us is AMERICA 2000—a national movement, community by community, to create the best schools in the world for our children."

Our goals for this next year are to double the number of AMERICA 2000 communities, to help those communities succeed, to move ahead with world class standards and the national examination system, to launch the first wave of design teams creating New Americans Schools, to push more decision making into the hands of teachers and school leaders, and to place more school choices into the hands of parents.

More than anything, we want to give more energy and visibility to the need for really radical change in our schools and in our attitudes toward education—all of which begins with helping even more individuals come to their own conclusion that "The Nation's at risk, so I might be, too."

A few weeks ago Russia's new education minister came by the U.S. Department of Education to learn about our schools. I said, "But we should learn from you as well. American eighth graders were 14th in math and 13th in science scores—nearly last—in international comparisons last month. Russian children were ahead of ours."

He replied, "But you were not 13th in democracy."

Most of the world is now ready to try the American way of life, to follow our example. They know we have more advantages than any other country. The best way I can think of to show the world the best in us is AMERICA 2000—a national movement, community by community, to create the best schools in the world for our children. ▲

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The National Education Goals

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
4. U.S. students will be first in the world in science and mathematics achievement.
5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Forty-three states, the District of Columbia, American Samoa, Puerto Rico and more than 1,100 communities are mobilizing AMERICA 2000 initiatives.

State	Governor	Kickoff Date
ALABAMA	Guy Hunt (R)	October 31, 1991
ALASKA	Walter Hickel (I)	October 17, 1991
AMERICAN SAMOA	Peter Coleman (R)	August 30, 1991
ARIZONA	Fife Symington (R)	December 12, 1991
ARKANSAS	Bill Clinton (D)	March, 18, 1992
CALIFORNIA	Pete Wilson (R)	April 10, 1992
COLORADO	Roy Romer (D)	June 17, 1991
DELAWARE	Michael Castle (R)	September 19, 1991
DIST. of COLUMBIA	Sharon Pratt Kelly (D)	December 19, 1991
GEORGIA	Zell Miller (D)	October 18, 1991
HAWAII	John Waihee (D)	January 28, 1992
ILLINOIS	Jim Edgar (R)	February 11, 1992
INDIANA	Evan Bayh (D)	October 1, 1991
IOWA	Terry Branstad (R)	October 27, 1991
KANSAS	Joan Finney (D)	October 29, 1991
LOUISIANA	Edwin Edwards (D)	September 9, 1991
MAINE	John McKernan (R)	September 3, 1991
MARYLAND	William Schaefer (D)	September 5, 1991
MASSACHUSETTS	William Weld (R)	October 24, 1991
MICHIGAN	John Engler (R)	November 13, 1991
MINNESOTA	Arne Carlson (R)	September 12, 1991
MISSISSIPPI	Kirk Fordice (R)	February 10, 1992
MISSOURI	John Ashcroft (R)	October 29, 1991
MONTANA	Stan Stephens (R)	December 11, 1991
NEBRASKA	Ben Nelson (D)	September 5, 1991
NEVADA	Bob Miller (D)	March 9, 1992
NEW HAMPSHIRE	Judd Gregg (R)	December 17, 1991
NEW JERSEY	James Florio (D)	April 13, 1992
NEW MEXICO	Bruce King (D)	October 7, 1991
NORTH CAROLINA	James Martin (R)	September 27, 1991
NORTH DAKOTA	George Sinner (D)	To Be Scheduled
OHIO	George Voinovich (R)	November 25, 1991
OKLAHOMA	Dave Walters (D)	December 19, 1991
OREGON	Barbara Roberts (D)	August 22, 1991
PENNSYLVANIA	Robert Casey (D)	October 18, 1991
PUERTO RICO	R. Hernandez-Colon (PDP)	To Be Scheduled
SOUTH DAKOTA	George Mickelson (R)	December 19, 1991
SOUTH CAROLINA	Carroll Campbell (R)	November 20, 1991
TENNESSEE	Ned McWherter (D)	October 25, 1991
TEXAS	Ann Richards (D)	March 5, 1992
UTAH	Norm Bangerter (R)	December 10, 1991
VERMONT	Howard Dean (D)	September 20, 1991
VIRGINIA	Douglas Wilder (D)	To Be Scheduled
WASHINGTON	Booth Gardner (D)	February 28, 1992
WISCONSIN	Tommy Thompson (R)	November 21, 1991
WYOMING	Mike Sullivan (D)	June 21, 1991

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AMERICA 2000

Who Talks....

The AMERICA 2000 Daily Conference Call has featured education leaders from 47 states and the District of Columbia, including:

- ▲ **Elected Officials:** 16 governors, three mayors, four U.S. Representatives, one U.S. Senator and eight state legislators.
- ▲ **Educators:** Eight college and university presidents, 14 chief state school officers, 40 school superintendents, 20 principals and seven teachers.
- ▲ **Business and Civic Leaders:** Examples include: chief executive officers of major corporations, local and national U.S. Chamber representatives.

Conference Call Quotables....

- ▲ **ED Reform Is Nonpartisan:** "We're totally determined to keep [AMERICA 2000 and the National Education Goals] on a non-partisan basis. We have to do that in order to succeed...."
  President George Bush, 9/4/91
- ▲ **High Expectations:** "I think the greatest gift you can give to other human beings is to have high expectations out of them. And I think that's one of the problems — that we have not expected much out of them...."
  John Florez, White House Initiative on Educational Excellence for Hispanic Americans, 9/23/91
- ▲ **Communities Make Safe Schools:** "Everyone in the community...not the parents alone... must coalesce around having a safe environment...If youngsters are afraid to walk to schools through unsafe neighborhoods...we're not going to achieve the goals in school...because they're thinking...they've got to return through that same unsafe area...."
  Franklin L. Smith, superintendent/chief state school officer, DC Public Schools, 10/16/91
- ▲ **Teaching Means Commitment:** "A teacher should be very concerned about the child and the individual....I think Dr. King felt that all human beings could be great if they decided they wanted to serve, because he said, 'To be great is to serve.'"
  Mrs. Coretta Scott King, 1/15/92

See Quotables, next page

AMERICA 2000

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AMERICA 2000 Daily Conference Call Passes Six-Month Mark

Education innovators across the country have been featured on more than 140 segments of the AMERICA 2000 Daily Conference Call since its launch on September 4. The call, usually hosted by Secretary Lamar Alexander, is conducted weekdays at 11:55 a.m. Callers dial (202) 736-2300 to listen to a five-minute, live discussion about various aspects of education reform. Following is a sampling of education innovations discussed during the call.

Minnesota Mall Site of Break-the-Mold School

Leila Anderson, superintendent, Bloomington Public Schools, on a new system of five break-the-mold schools scheduled to open in a local shopping mall, covering pre-school through adult education for mall employees and nearby communities: "The mall has resources that I think public schools cannot duplicate....We can take our students over to the mall, work hand in hand with the business partners...then we would move to adults who would be the second program component where we have employees who would need some training and employers who could partner with us."

Kentucky Sets Sights on World Class Standards

Dr. Thomas Boysen, commissioner of education, Frankfort, on new assessment procedures in Kentucky which are results-oriented—the state sets "learning outcomes" and the individual schools determine how to deliver instruction: "I think what we have here is people looking in the rear view mirror instead of through the windshield. They are looking back at standards and assessments that I think in many cases trivialized learning and were in some cases the enemy of teaching. When you view assessment as an expression of world class standards, the kind of learning students need to be able to master in order to succeed in life, it's a different experience."

Illinois Community Focuses on Lifelong Learning

Dr. Len Sirotzki, director, Dupage-Kane Educational Service Center, Wheaton, on the creation of local partnerships ranging from the public library, to the local junior college, to the park district to promote lifelong learning community-wide: "What we have been doing for the last year is look at learning in the most comprehensive way....[W]e are working with families of children between the ages of 0 and 5, and...we are working with our senior citizens in programs like GEDs for seniors only....We're trying to take in life-long and life-wide [learning]."

Florida Businesses Help Create Satellite Schools

Octavio Visiedo, superintendent, Dade County Schools, on six new experimental schools in the area which were created in partnership with local business: "We started what we call our satellite schools...[for example] a satellite school with American Bankers Insurance Group where they built part of the facility and we have our teachers there on location....Parents are allowed, in fact encouraged, to have lunch with their children. We also provide day care facilities before and after [school] and we're trying to add parent components to the group where they can have time to study and be trained together...."

California Calculus Teacher Helps Low-Income Kids Excel

Jaime Escalante, Sacramento school teacher, whose story was the basis of the film, *Stand and Deliver,* on his success at teaching Advanced Placement calculus to students in an East Los Angeles high school: "[K]ids...have a negative image about mathematics, especially algebra, because we do not emphasize the subject at the elementary level...[or that] doing mathematics is fun....[In Sacramento, we] follow a formula which reads that

See Conference Call, next page

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Quotables, continued

- ▲ Change Is Sweeping Education: "...[O]ne of the things that is so exciting...that's sweeping education today is that some people who have been maybe cynical about some of these efforts in the past are finally getting swept up in it."
  Gov. John Engler, Lansing, Michigan, 11/12/91
- ▲ Reform Must Be Worth the Money: "People are saying that we don't mind spending money on school...[reform] but we want to know that the end product is worth the money."
  Bud Burke, president, Kansas State Senate, 1/22/92
- ▲ Starting from Scratch: "[Break-the-mold] is what is so exciting about...starting from scratch.... What if we didn't take for granted 21 kids and a teacher sitting in four walls 180 days a year from 9 in the morning until 3 in the afternoon...?
  Chester E. Finn, Vanderbilt University, 10/4/91
- ▲ Turning Kids on to Learning: "The common denominator [when] dealing with the kids who have been turned off, is that we get them turned on to living first...[then] to learning. Often we reverse that process in our schools as we try to jam information into kids who are coming with all kinds of problems."
  Bill Milliken, founder and president, Cities In Schools, 9/24/91

determination plus discipline plus hard work equals the way to success. So it's the commitment from the teachers, the parents and the students, because the school alone cannot educate."

Oklahoma Community Targets Dropout Prevention

Dr. Kara Gae Wilson, superintendent, Tulsa County Public Schools, on a community initiative which attacks the dropout rate on several fronts — a public awareness campaign, alternative education programs, legislative reform and enforcement of the Oklahoma laws requiring parents to ensure their children attend school: "It's made all the difference... we've lowered in two years our dropout rate 43 percent....It's because of the message the parents are getting that this society values education and we expect parents to value it too or we'll see them in court.....[Lack of] parental involvement combined with students who do fall behind academically are two of the main problems that we see over and over in court."

Texas Science Lab Targets Math-Science Goal

Brenda Landos, principal, Lanier Middle School, Houston, on a school-based model science lab, a joint project of Rice University and the Houston Independent School District: "It is a model lab, [with] very movable, mobile furniture, which allows the children to group and regroup into different lab partnerships, so that we see children working every day in hands-on activities...We've begun a partnership with middle school students in Hampton, England...The children have been studying problems and sending problems over to their counterparts in England and challenging each other on solving them."

Florida School Board Expands Drug Program

Alison Adler, drug-free schools coordinator, Palm Beach School Board, on the local program "Children Are People," an after-school support program originally designed for children from alcohol-dependent families, now serving all at-risk children: " 'Children Are People' targets third, fourth and fifth graders considered at risk, mostly because of family chemical dependencies....They have after-school counseling; students participate weekly in topics such as feelings, defenses; chemical dependencies are discussed; and right now we are serving 576 students and families."

Mobile Labs Promote Literacy in Rural South

Hugh Nichols, director of regional development, Entergy Corporation, New Orleans, on "New Opportunities," a program to help rural workers in three southern states improve reading, writing and work-related skills: "We began the program simply with a literacy hotline...[then] looked for ways to increase...delivery of literacy instruction....We tried four "fixed" laboratories...[which worked] in metropolitan and urban areas....And it was at that point that we decided to try mobile labs [in partnership with Grambling State University]....You can take education to rural communities and to businesses that are decentralized and improve the economy of the region."

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AMERICA 2000

NUMBER 25, WEEK OF APRIL 27, 1992 U.S. DEPARTMENT OF EDUCATION

NEWS IN BRIEF...

New Jersey Official Calls AMERICA 2000 "Triple Play"

According to Michael Timpane, president of Columbia Teachers College, AMERICA 2000 is a "triple play" — the President and the governors setting direction through the National Education Goals; the states providing the framework for change; and communities mobilizing to create the best schools in the world. Timpane, co-chairman of NEW JERSEY 2000, spoke during the launch of NEW JERSEY 2000 on April 13.

More than 500 people attended the kickoff event in Trenton, which included Governor Jim Florio (D), Secretary Alexander, the state education commissioner and Republican legislative leaders.

"We must now take this discussion to every community in New Jersey," Timpane said, "to build that sense of common purpose that always has been and must always be at the heart of the common life we have built as a state and a nation."

METRO ST. LOUIS 2000 Adds Fourth "R" to Education

According to organizers, METRO ST. LOUIS 2000 will focus on creating a metropolitan-wide Learning Community, adding a fourth "R" — responsibility—to reading, writing and arithmetic. METRO ST. LOUIS 2000 was launched on April 23.

More than 250 educators, business and civic leaders attended the kickoff ceremony at West County Technical School. They were joined by Secretary Lamar Alexander and Director of National Drug Control Policy Bob Martinez, who discussed Goal 6, drug-free and violence-free schools.

*See **NEWS**, next page*

Better Schools from Scratch

by Lamar Alexander

[Editor's Note: Secretary Alexander's column, which appeared in the Washington Post on April 15, was written in response to a March 24 Washington Post column by Albert Shanker, president of the American Federation of Teachers. In his piece, Shanker criticized the President's proposal which calls for Congress to provide up to $1 million in start-up funding for the first 535 break-the-mold New American Schools in AMERICA 2000 Communities.]

Albert Shanker's column opposing help for his own break-the-mold idea shows why real change in education is so hard.

Shanker is president of the American Federation of Teachers and one of the country's best education thinkers. In 1986, he was thinking about Saturn's plan to build the best cars in the world from scratch. Why not Saturn schools, he asked in a *New York Times* column. "Isn't it time we had an educational Saturn project, a time to pretend we haven't had schools or an educational system before and act as if we're putting one together for the first time?"

This put to educators the bold question Peter Drucker puts to business leaders: "If you weren't already doing it, would you start?" The idea caught on. School leaders in St. Paul, Minn., began the Saturn School of Tomorrow. In Dade County, Fla., Shanker's union helped to create a Saturn School project for 49 schools. Shanker was enthusiastic: "If you have a great idea...you don't have to remake anything because you start with a clean slate."

"Can you imagine America in the year 2000 with your tax money following children to Saturn-type schools known for "breakthrough reliability," schools open overtime for working families, schools with waiting lists causing more schools to be created, schools designed to meet the needs of children of every background, schools gathering the best ideas from anyone—New American Schools that the Japanese want to copy?"

Ted Sizer of Brown University, James Comer of Yale, Henry Levin of Stanford accelerated their school-by-school mold-breaking. Minnesota passed a law to charter new independent public schools. RJR Nabisco Inc. offered $30 million to schools willing to rethink from top to bottom, but warned: "No prizes for predicting rain, only for building arks." Then, one year ago, President Bush proposed "a new generation of thousands of break-the-mold New American Schools" and asked Congress for a half-billion federal dollars to jump-start the process. Albert Shanker had reason to feel proud as a Founding Father.

At the president's request, bipartisan business leaders created the New American Schools Development Corp. and began raising $200 million in private dollars to fund design teams whose mission would be to help communities create break-the-mold schools. Hundreds of schools, 226 corporate partnerships, 140 universities and 136 think tanks, associations and foundations joined the design competition.

The president stipulated that all the money should be spent on break-the-mold ideas. No business as usual. Anyone's great idea would be welcome.

Anyone's idea? Shanker stomped on his brakes and took a hard U-turn, away from his own idea. Sen. Ted Kennedy (D-MA) made sure that the half-billion federal dollars for New American Schools would go only to the powers that be, those who have given us the troubled schools we have.

David Broder, in a March 1 column [op-ed], chastised "Kennedy and the Senate Democrats...[who] have decreed that only the most timid experiments, those the bureaucracy finds least threatening will be attempted."

Broder was right. America's school system is a monopoly: One group takes your money.

See Schools from Scratch, next page

NEWS IN BRIEF, continued

California Starts AMERICA 2000 Initiatives

Two California cities, Santa Barbara and San Jose, launched AMERICA 2000 initiatives in mid-April. Secretary Alexander joined Santa Barbara County School Superintendent Bill Cirone and members of the local industry-education council to announce SANTA BARBARA COUNTY 2000 on April 9. The Secretary traveled to San Jose the following day to attend kickoff ceremonies for SAN JOSE UNIFIED 2000 with Superintendent James Baughman. During the launch of the San Jose initiative, Maureen DiMarco, state secretary of child development and education, pledged California Governor Pete Wilson's (R) support for state efforts to encourage other communities to adopt the National Education Goals.

NEW ORLEANS 2000

Secretary Alexander joined Mayor Sidney Barthelemy and Orleans Parish school community leaders at the launch of NEW ORLEANS 2000 on March 31.

The kickoff ceremonies were held at Coghill Elementary School, one of two public schools in New Orleans using the "accelerated schools" model that attempts to bring at-risk students up to grade level by sixth grade.

During the kickoff, Mayor Barthelemy observed that NEW ORLEANS 2000 will build on efforts already begun to involve the community in education reform.

runs all the schools and assigns each child to one of those schools. Only the rich can opt out (to a private school). David Osborne and Ted Gaebler have written about the irony: "It is one of the enduring paradoxes of American ideology that we attack private monopolies so fervently but embrace public monopolies so warmly."

What has this monopoly produced to deserve such protection? Too often the answer is schools designed for our grandfathers' day, schools so unacquainted with technology that it's hard for teachers to make a telephone call, schools still organized to give teachers summer vacations for bringing in crops, schools that send children home at 3 p.m. when no one is home, schools that suffocate creativity, schools that spend more per student than any country but Switzerland.

Teachers and principals I meet from Fresno to Boston to San Antonio are mostly hard-working, often downright inspiring. But most of the schools in which they struggle to help our children learn do not fit today's family or today's world. Because of this—and because of inattentive parents and communities—American 13-year-olds know just a little more math than children in Jordan, about the same as children in Slovenia and less than children in Korea and Taiwan.

> *"I'm hoping Al Shanker will make another U-turn...back in support of his break-the-mold idea. America needs everyone involved in creating tens of thousands of New American Schools on the fastest track possible if our children are to live, work and compete in the next century."*

Consumer Reports says this about Saturn cars: "Exceptional first year reliability, a breakthrough for a car designed and built in the U.S." Saturn workers are collecting overtime pay, while other General Motors plants are closing. In 1991 Saturn sold more cars per dealership than any import car—the first time that had happened in America in 15 years. Many Saturn dealers have customers waiting for cars. Saturn engineers are designing a right-side steering wheel to attract Japanese drivers.

Can you imagine America in the year 2000 with your tax money following children to Saturn-type schools known for "breakthrough reliability," schools open overtime for working families, schools with waiting lists causing more schools to be created, schools designed to meet the needs of children of every background, schools gathering the best ideas from anyone—New American Schools that the Japanese want to copy?

The first Saturn car planners broke a crusty General Motors tradition. They drove Hondas—so they could learn to make a better Saturn. America's school monopoly must climb out of its ruts and welcome ideas, even from the competition—and then create a better school.

If Americans can put missiles down smokestacks, we can create the best schools in the world. But it will not happen rapidly enough if all those who seem threatening to the school monopoly—governors, mayors, corporations, parents, churches, museums, education secretaries, independent-minded educators—are kept out. Results matter, not the author.

I'm hoping Al Shanker will make another U-turn...back in support of his break-the-mold idea. America needs everyone involved in creating tens of thousands of New American Schools on the fastest track possible if our children are to live, work and compete in the next century.

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AMERICA 2000

NUMBER 25, WEEK OF MAY 4, 1992 U.S. DEPARTMENT OF EDUCATION

NEWS IN BRIEF...

DALLAS 2000

U.S. Deputy Secretary of Education David Kearns joined Dallas Mayor Steve Bartlett, local education and city officials, and several business and education groups on April 29 to launch DALLAS 2000, the community's strategy to reach the six National Education Goals.

"Dallas is proud and excited to be part of this important program. Education is a crucial key to our city's future and our nation's success," Mayor Bartlett said. "Dallas strongly supports the education goals of AMERICA 2000 and is committed to ensuring positive results."

The Dallas City Council, Greater Dallas Chamber of Commerce, Dallas Citizens Council, and Dallas County Community College District all have adopted resolutions supporting the DALLAS 2000 and AMERICA 2000 initiatives.

Gov. Ann Richards (D) kicked off TEXAS 2000 in March.

See NEWS, next page

New Arts Partnership to Support AMERICA 2000 Communities

When the AMERICA 2000 Arts Partnership, a nationwide initiative to encourage arts education in schools, was announced, Secretary Lamar Alexander commented: "If I were helping to rethink the curriculum of a school in my hometown, I would want instruction in the arts to be available to every student...and integrated into most of what we teach."

As part of its mandate, the partnership will assist AMERICA 2000 states and communities interested in developing comprehensive arts education.

According to ED's Francie Alexander, Deputy Assistant Secretary for Policy and Planning, Office of Educational Research and Improvement, all children, including students with disabilities, gifted children, and those with limited English proficiency, benefit from appropriate arts education. "In other nations, including Japan and Germany, students can receive sequential arts instruction from kindergarten through grade 12," said Alexander, who helped create California's arts curriculum. "A balanced, comprehensive approach provides students with an understanding of our evolving cultural heritage and that of other nations, enhances their creativity, and cultivates their aesthetic judgment."

The partnership's seven components are:

- **World Class Standards in the Arts.** Voluntary national standards which will complement similar standards in the five core subjects referenced in the goals.
- **Arts Emphasis in AMERICA 2000 Communities.** Support for AMERICA 2000 communities to include the arts as part of their strategies to meet the National Education Goals.
- **State Frameworks to Meet National Arts Standards.** Assistance to states in developing their own K-12 curriculum frameworks based on the voluntary national standards in the arts.
- **National Center for Arts Education.** Support for the creation of a national center which will support AMERICA 2000 initiatives and other local arts efforts, assist teachers in professional development and support the national standards-setting effort.
- **National Assessment of Educational Progress (NAEP).** Expansion of National Assessment of Educational Progress (NAEP) to include assessment of students' knowledge and

See Partnership, next page

What's Working in the Arts...Community by Community

A number of AMERICA 2000 communities are adapting the National Education Goals to meet local needs. For instance, New Rochelle, NY, Western Wisconsin, and Metro St. Louis, MO, are including the arts as part of their community-based reform strategies. For example, NEVADA 2000 will encourage all participating communities to include the arts in implementing their plans. Among existing arts initiatives that are being studied as examples of what works at the local level:

California Offers Visual and Performing Arts Curriculum Framework. The framework provides a basis for schools and communities in the state to design arts education programs and to acquire classroom instructional materials. The framework describes the key aspects of a comprehensive K-12 program in dance, theater, music, and visual arts.

Omaha Implements K-12 Arts Curriculum. Omaha, an AMERICA 2000 community, is implementing a K-12 curriculum in the visual arts which includes professional development in the arts for teachers and principals. To measure progress for all students, Omaha has developed student arts assessments for grades 3, 4, 7, 8 and for high school electives, including pottery and photography.

South Bronx (NY) School Offers Arts to Disadvantaged Students. St. Augustine School for the Arts educates disadvantaged students in the nation's poorest congressional district. Despite a tight school budget and a large population of "at-risk" children, students are succeeding in a demanding arts curriculum, and almost all continue on to graduate from high school.

See Communities, next page

NEWS IN BRIEF, continued

Department of Defense Announces Two AMERICA 2000 Communities

Fort Hood, Texas, and the National Training Center at Fort Irwin, California, became the first military communities to adopt the AMERICA 2000 strategy on April 28.

Fort Hood, the home of the U.S. Army's III Corps, has several quality education programs, including a mentoring program that provides role models from the Army community, and a tutoring program that provides one-on-one reading and math assistance to first graders.

Fort Irwin, the only Army installation in the United States with a Head Start program on post, has four college degree-granting programs on post to further the education of soldiers and their families. In addition, Fort Irwin is implementing a model youth career development program.

Fort Irwin has established, and Fort Hood is in the process of establishing, a formal steering committee to monitor present education programs and develop further quality educational opportunities for all those who live and work on post.

Pepsi Adopts RAPID CITY PROJECT 2000

Using a take off of its national theme, Pepsi-Cola is giving the AMERICA 2000 effort in Rapid City, South Dakota, a plug. Pepsi-Cola Bottling Company of Rapid City has adopted the RAPID CITY PROJECT 2000 program. Pepsi will promote the program on 350,000 Pepsi cans which will be distributed throughout the Black Hills area of South Dakota. The side panels of the Pepsi cans will now say, "Gotta Have It...Education." The AMERICA 2000 logo and the six National Education Goals are on the side of the cans.

Give the AMERICA 2000 Newsletter an update of your community's efforts to transform its schools. We want to hear about your break-the-mold initiatives and ideas for reaching one or more of the National Education Goals. Mail your updates to: U.S. Department of Education; Office of Public Affairs; Room 2089; 400 Maryland Ave., SW; Washington, DC 20202-0131; Attn: AMERICA 2000 Newsletter.

Partnerships, continued

abilities in the arts (preliminary work to start in July 1992 with the goal of having NAEP arts assessment in place by 1996).

- ▲ **Arts Education Research Conference.** A May 1992 national conference, followed by regional conferences, to launch the development of a 10-year research agenda in the area of arts education.
- ▲ **National Arts Education Dissemination Network.** A nationwide telecommunications network and clearinghouse to improve dissemination of quality arts education programs in schools, including referral services and a nationwide telecommunications network for educators. Planning for the network has begun; a contract has been issued by the National Endowment for the Arts to the John F. Kennedy Center for the Performing Arts.

Communities, continued

Haverford's (PA) Arts Curriculum Includes Evaluation. Haverford's arts curriculum integrates frequent field trips to area museums into a arts curriculum for all students. In addition to classroom and school evaluations, Haverford has developed a district-wide yearly evaluation to hold itself accountable for results.

Missouri and Nebraska Use Renowned Choreographer. Schools in both states are benefiting from dancer and choreographer Suzanne Grace's "Language of Movement" residency program, which helps students explore the basic dance elements.

California-Based Center Helps With Community-based Arts Program. The city of Montebello, in conjunction with the Getty Center for Education in the Arts, provides teachers and school administrators with professional development in the district's K-12 arts curriculum through after-school workshops and summer training. Instructional arts packets are being developed for teachers in English and Spanish.

Texas-based Institute Helps Provide Arts Partnerships. The Texas Institute for Arts Education provides professional development in the arts for teachers through partnerships with individual districts. The institute is working with more than a dozen districts by offering a three-week course for five teachers from each district school.

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NEWS IN BRIEF...

WORCESTER (MA) 2000

On May 6, ED's Diane Ravitch, assistant secretary for educational research and improvement, joined Mayor Jordan Levy, Sullivan Middle School Principal John Bierfeldt and other business and education leaders for the launch of WORCESTER 2000.

Bierfeldt's plan to improve local schools and achieve the six National Education Goals includes programs to ease the transition from elementary to middle school; computer-based instruction and use of computers after regular school hours; small classes for at-risk students; increased integration of special needs students into regular classes; and an industrial technology program with instruction in graphic arts, computer-assisted drawing, manufacturing, electronics and transportation.

MURRAY CITY (UT) 2000 Means Grassroots Involvement

According to the local school superintendent, AMERICA 2000 has produced more grassroots involvement in Murray City than the town has ever experienced. "When I was mayor of a small city, I dreamed of cooperation between the city, the school district and local businesses," said Superintendent Ron Stephens during a MURRAY CITY 2000 meeting. "Now in Murray, this is no longer a dream. AMERICA 2000 has shown

See News, next page

AMERICA 2000

NUMBER 27, WEEK OF MAY 11, 1992 U.S. DEPARTMENT OF EDUCATION

Communities Invited to AMERICA 2000 Satellite Meeting

On Tuesday, May 26, communities across the country can participate in the first of a series of AMERICA 2000 Satellite Town Meetings to share experiences and information about reaching the National Education Goals — goal by goal, community by community.

The first meeting, jointly sponsored by the Department of Education and the U.S. Chamber of Commerce, will focus on National Education Goal 2: "By the year 2000, the high school graduation rate will increase to at least 90 percent."

"More than 1,100 communities and nearly 900 local chambers of commerce have already begun working on ways to achieve the six National Education Goals," said Education Secretary Lamar Alexander in announcing the meetings. "One of the ways we think we can help is by encouraging a national conversation — helping communities talk with each other about their challenges, innovative practices and strategies."

The May 26 Satellite Town Meeting will originate from the U.S. Chamber of Commerce studio in Washington, D.C., at 8:30 p.m., EDT. It will be transmitted live via satellite to "downlink" sites around the country and will run approximately 60 minutes. Communities can participate in the discussion by arranging a meeting at a local satellite downlink site and by calling a special telephone number (to be publicized during the meeting) to ask questions or join in the discussion. [See "box" below for potential downlink sites and satellite coordinates.]

Secretary Alexander will serve as moderator of the meeting and will be joined in the

See Satellite, next page

Help Your Community Join Us at the May 26 Satellite Town Meeting!

[Note: Many AMERICA 2000 Community leaders have already received a letter with the information listed below. Please check with your local AMERICA 2000 coordinating committee before proceeding on your own to find a "downlink" facility.]

Where

Any local satellite "downlink" facility. Following are the types of organizations which frequently have downlink facilities:

- ▲ local businesses and hotels
- ▲ public school system
- ▲ local cable television station
- ▲ libraries and community centers
- ▲ universities, community colleges, technical schools
- ▲ telephone company
- ▲ hospitals
- ▲ neighbors or friends with a backyard satellite dish.

It may require some research and telephone work on your part to locate one — and there may be a fee to use it.

When

Tuesday, May 26, 8:30 p.m. (EDT), 60 minutes. Note: There will be a signal test beginning at 8:00 p.m. (EDT).

How

Provide your local "downlink" site with the following Satellite Coordinates:

C-band
Galaxy 6
Transponder 10, Channel 10
Vertical polarization
Downlink frequency 3900 Mhz
Audio subcarrier: 6.2 and 6.8

Ku-band
SBS-6
Transponder 10
Vertical polarization
Downlink frequency 11945.5 Mhz
Audio subcarrier: 6.2 and 6.8

Next

June 23
Goal 6 Safe, Disciplined, Drug-free Schools

July 28
Goal 1 School Readiness

Sept. 1
Goal 3 Student Achievement in the Core Subjects

Oct. 13
Goal 4 First in Math and Science

Nov. 17
Goal 5 Adult Literacy, Lifelong Learning

NEWS IN BRIEF, continued

how we can work together and counter some problems in society." Mayor Lynn Pelt called the city "100 percent committed to the AMERICA 2000 idea."

Murray launched its AMERICA 2000 initiative several months ago. So far, 50 Murray organizations — from the city's Solid Waste Committee to Little League ball teams — have signed an official adoption certificate, agreeing to support and work toward the six National Education Goals.

Two High Schoolers Bring AMERICA 2000 to Shawnee, OK

A local AMERICA 2000 effort has begun in Shawnee, OK, through the hard work of two Shawnee High School students, working on a creative marketing research project. Amy Loftis and Emily Taron decided to use AMERICA 2000 as the topic of a project sponsored by the Distributive Education Clubs of America. What began as just another research paper quickly evolved into reality when the two students decided to form a steering committee to launch AMERICA 2000 in Shawnee. The town rallied behind the effort, and a new AMERICA 2000 initiative resulted. Aside from a rewarding experience, Loftis received a $1,000 scholarship for her efforts.

EAST PROVIDENCE (R.I.) 2000

On May 7, Governor Bruce Sundlun (D) and Mayor Leo Sullivan helped kick off EAST PROVIDENCE 2000, which is being spearheaded by Superintendent John DeGoes. ED's Diane Ravitch, assistant secretary for educational research and improvement, attended the launch, along with more than 250 community leaders.

EDMONDS (WA) 2000 Kicks Off

EDMONDS 2000 was launched on March 17 with a crowd of more than 250 students, staff, parents and community members. School Superintendent Brian Benzel and the School Board in Edmonds challenged the community to strive for dynamic, "not business as usual" reform. People from all around the community are helping to develop strategies for EDMONDS 2000.

AMERICA 2000 LEADERSHIP CONFERENCES TO LAUNCH IN JUNE

In addition to the AMERICA 2000 Satellite Town Meetings, the Department and the U. S. Chamber of Commerce are planning a series of six AMERICA 2000 Leadership Workshops for community and chamber of commerce leaders who have committed to pursuing the AMERICA 2000 challenges in their communities. The Workshops will help these leaders talk in-depth, face-to-face about ways to reach the National Education Goals.

The first two-day AMERICA 2000 Leadership Workshop will be held in Denver, Colorado, on June 29-30. The second meeting is planned for Atlanta, Georgia, on July 20-21. Future meetings are being scheduled for other regions of the country. AMERICA 2000 community and chamber of commerce leaders can attend *any* session — regardless of region — on a first-come, first-served basis. Future dates and sites will be announced in a later newsletter.

Satellite, continued

Washington, D.C., studio by two representatives from AMERICA 2000 Communities — SAN ANTONIO (TX) 2000 and TULSA (OK) 2000 — and a nationally recognized expert on dropout prevention:

- ▲ **Maria Ferrier, Volunteer Coordinator for San Antonio's Southwest Independent School District and a 1990 Presidential Point of Light,** will discuss the city's successful mentoring and intervention programs designed to prevent dropouts.
- ▲ **Kara Gae Wilson, Superintendent, Tulsa County Schools,** will discuss Tulsa's efforts to retrain and re-educate dropouts, and the city's enforcement of state laws requiring parents to ensure that their children attend school. Tulsa's attendance enforcement strategy has helped bring about a 43 percent drop in the community's dropout rate in two years.
- ▲ **Bill Milliken, Founder and President, Cities in Schools (CIS),** will discuss the nation's largest non-profit dropout prevention program, located in more than 60 communities at nearly 400 educational sites throughout the country. CIS develops public/private partnerships which bring school-based social services to at-risk youth, helping them deal successfully with such issues as school attendance, literacy, job preparedness, teen pregnancy and drug/alcohol abuse.

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FIRST CLASS

Join us in a discussion of National Education Goal 6 (safe, disciplined and drug-free schools), at the next Satellite Town Meeting, June 23. Watch your mailbox and the next newsletter for details.....

AMERICA 2000

AMERICA 2000 TO HOLD REGIONAL LEADERSHIP WORKSHOPS

—The [illegible] AMERICA [illegible] Leadership Workshops [illegible] to [illegible] of the Satellite Town Meeting [illegible] [illegible] [illegible]

Communities Talk Goal 2:

From the Statehouse in Carson City, Nevada, to a high school in Fall River, Massachusetts, community leaders from across the country joined the May 26 Satellite Town Meeting with questions and opinions about reducing the nation's dropout rate, community by community.

By the time the AMERICA 2000 Satellite Town Meeting began [see front page story], at least 250 communities had called the Department of Education indicating they planned to "downlink" the satellite transmission. In addition, several cable systems — including Mind Extension University —transmitted the meeting to many local areas around the country. And satellite dishes in backyards across America also picked up the downlink.

When the meeting began, Education Secretary Lamar Alexander told all receiving the signal: "You'll have a chance to question us by telephone, or to make comments yourselves, or to follow-up later." And comment they did....

West Virginia's Approach to Dropouts

Sam Meek, county schools superintendent and BERKELEY (WV) 2000 leader, the first to call in during the meeting, said: "I don't think there is a single solution to the dropout problem....We [West Virginians] have a program of mentoring called PASS (Providing Academic Self-Esteem and Support), that matches youngsters one-on-one with tutors and adults in the community who make it their business to assure that the youngster is successful in school...We've also gone the court route and had our magistrates actually sentence parents to attend school with their youngsters [to enforce school attendance]....Those kinds of things [work] in combination with a program that encourages our teachers to make home visits and actually pays them a small stipend to do so. We've had over 300 teachers who visited and sat down around a kitchen table with parents....

Nevada Wants More on Dropout Enforcement

When **Sandy Miller, chairman of NEVADA 2000 and wife of Governor Bob Miller (D-NV),** called to ask how Tulsa worked with prosecutors in enforcing attendance laws, Tulsa Superintendent Kara Gae Wilson responded: "The District Attorney indicated that if we would help make the forms intelligible...[he would] use the very expensive resources to prosecute....We had to unify our reporting procedure first."

Tampa Asks About Funding Dropout Programs

When **Susan Stahl from Tampa, Florida,** asked about funding local dropout programs, Bill Milliken said: "I think first you have to do an analysis of your community to find out what resources are already there. So many of our resources aren't properly used. There are so many resources that the young people need that are outside the schools, so we have to bring them inside....then we can do an analysis of how to fill in the gaps....

Secretary Alexander added: "We spend more per student on elementary and secondary education than any country in the world, but Switzerland, and so we've got to go out and make a case to taxpayers about why we need more. The idea of adopting the National Education Goals in San Antonio or Tulsa or any community is a way of saying to people, 'Look, this is what we're trying to do....'"

Tennessee Talks Technology

Dallas Hardin, UPPER EAST TENNESSEE 2000, noted that his community has an optional high school using technology, that already has about 200 people enrolled, and is looking at the idea of community learning centers for dropouts. He asked about the role of technology in dropout prevention or recovery. Tulsa Superintendent Wilson responded: "Technology has been crucial to us in the Star Center. It's a component for GED preparation. I don't think anyone can miss the reality that technology can take the wide variety of learning abilities and meet it at that individual learner's needs. Technology is just essential."

Wilson noted that technology is useful in Tulsa's "alternative suspension school," which takes in students suspended from other County schools for serious offenses. "We have found that those students respond so well to the computers we have available during the day that we've created a lab center, and the teachers have access to it," said Wilson, adding that it stays open at night for the community as Tulsa's first free computerized literacy lab.

Omaha Helps Local Businesses Rate Themselves

Jessie Rasmussen, from OMAHA 2000, described a local Omaha strategy that supports the idea of a community effort — a "report card for businesses to evaluate how good of a job they are doing in terms of supporting education." Rasmussen said businesses rate themselves on: 1) recruiting — requiring a high school diploma and transcripts for employment; 2) promoting development and literacy in their own workforce; 3) supporting parental involvement in local education; 4) making a direct connection between what's happening in education and what's happening in the workforce.

According to Rasmussen, one company which fared poorly in the rating decided to give its employees one day with pay to either spend on their own children's education or just support education in general. "That's what a real partnership means," she said.

Ohio Asks About Keeping Potential Dropouts in School

Debbie Emery, Hamilton, Ohio, asked how states differ in the mandatory ages for school attendance, "Why do we allow students to drop out at age 16?" According to Tulsa Superintendent Wilson, "in some states it is16, and some states, 18."

"You've got to make it exciting for young people to want to be there in the first place," said Milliken, "integrate the world of work in the school and create an apprenticeship system...build a bridge where you actually have kids learning...and be able to earn maybe the first paycheck in two and three generations in the family."

"We're spending, according to the National Alliance of Business, $30 to $40 billion a year to retrain young people," said Milliken. " If we took $20 billion of that and really integrated it with the schools earlier...I think we'd see a lot of these young people responding.

Secretary Alexander added that the states of Wisconsin and Oregon both are taking a real hard look at just that. "And then there's 'Jobs for America,' a national program that tries to integrate the world of work with a world of school," said Alexander.

Florida Asks About Help for Private Schools

Julie Maglio, Brooksville, Florida, asked what was being done in the area of funding to help private schools deal with "at-risk" children. According to Secretary Alexander, in several cities — for example, San Antonio and Indianapolis — private business people are giving scholarships to low income children for private schools. "Also in the city of Milwaukee, Wisconsin, there is an

experiment with the support of the governor and Polly Williams, who's a state legislator, to try to give public money that would follow children to private schools," said Alexander. "President Bush has consistently advocated and recommended to Congress not giving money directly to private schools but giving government money to middle and low income families that they could then spend at the school they think best meets the needs of their children, whether it's public or private."

Hot Springs Concerned About "At-Risk" Children

Gus Scully, Hot Springs, South Dakota, asked San Antonio leader Maria Ferrier about the city's intervention on behalf of at-risk students, primarily the program that works with preschool children and parents at the same time.

"The program you're talking about is Avance," said Ferrier. "Parents are brought in right in the community where they live, and are taught parenting skills, job skills training, while at the same time, the children are [working]... at their own developmental pace. A lot of the funding has been federal, and some has been state."

Fall River Lowers Dropout Rate

John Correiro, Fall River, Massachusetts, noted that his community has cut its dropout rate by 20 percent — from 50 percent to 30 percent — in the past five years. "We did get the business community involved to a great extent," said Correiro. According to Correiro, the community did an eight-month Blue Ribbon Committee study of the problem, then pressured the community to focus on certain issues — summer school, evening school, work study program and a mentor program. "Our mentor program is aimed at elementary schools, and I'm interested in the [San Antonio] program I heard about tonight, because obviously 3,000 mentors go right through the high school," said Correiro. "I wonder, is there a screening process [with that many mentors]?"

According to Ferrier, in San Antonio, the mentor works with the student at the school, and very seldom, at least in the school-based mentoring programs, goes off the school campus. "As far as the screening goes, we work very closely with the businesses so that there's an advisory council made up of the business people as well as the school people, and we get to know each other very well," said Ferrier. "They also fill out a personal profile as do the children when we match them."

Phoenix Looks at Homeless Students

Sandra Dowling, Maricopa County schools superintendent, Phoenix, Arizona, noted that Phoenix is working on different viable alternative forms of education, including a homeless program for students with no school district status due to their lack of shelter, and a teen pregnancy program. "Our county attorney has informed us that [with our] compulsory attendance [laws] we could not actually do prosecution, nor do I think that we would opt to do that anyway."

Tulsa Superintendent Wilson commented: "I can't stress enough that our state laws are not necessarily very strong. It's a $25 misdemeanor fine. You can be fined more for parking your car in the wrong place than you can for not parking your child in school."

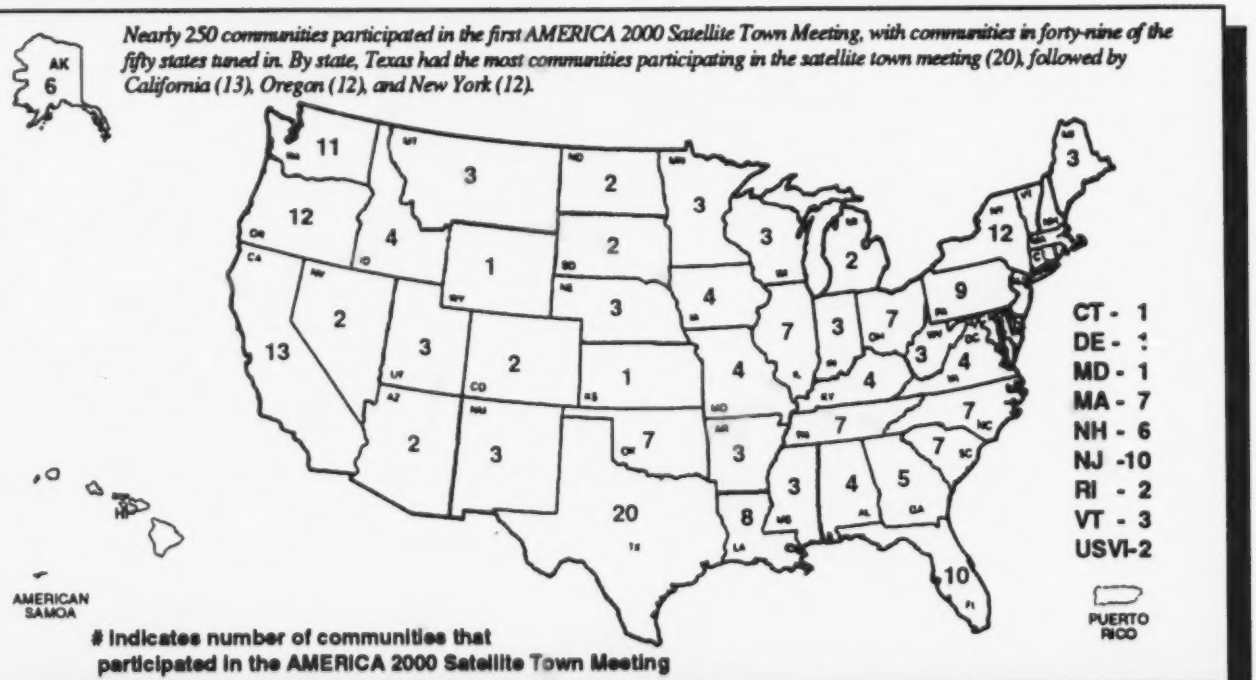
"So you can't actually go to jail?" asked Secretary Alexander. "You don't necessarily, unless you don't show up, and then our judge might issue a bench warrant," said Wilson. "We've had Colorado and Kansas [call us]... interested in actually reforming laws at the state level...."

California Asks About Standards for At-Risk Students

Dr. Joseph Ovick, Contra Costa Community College, California, asked the panelists, "As you move ahead with the

See Goal 2, next page

Nearly 250 communities participated in the first AMERICA 2000 Satellite Town Meeting, with communities in forty-nine of the fifty states tuned in. By state, Texas had the most communities participating in the satellite town meeting (20), followed by California (13), Oregon (12), and New York (12).



 # Indicates number of communities that participated in the AMERICA 2000 Satellite Town Meeting

NEWS IN BRIEF...

WEST VIRGINIA 2000 and BERKELEY 2000

West Virginia became the 44th state to launch an AMERICA 2000 initiative on May 26. More than 400 people attended the BERKELEY 2000 community kickoff which also served as the kickoff for the state.

Chief State School Officer Hank Marockie, BERKELEY 2000 Chair Bernice Collis, Berkeley County Public Schools Superintendent Sam Meek and other leaders were joined by ED's Assistant Secretary Betsy Brand.

Along with the six National Education Goals, WEST VIRGINIA 2000 incorporated its own goal: to improve teacher education programs and to upgrade the present educators.

Satellite

Wilson also discussed Tulsa's STAR Center, one of the U.S. dropout demonstration federally-funded projects. "It's making a difference because it helps to serve again all of our county schools in Tulsa County....We could not do it without the involvement and cooperation of Tulsa County Vo-Tech," said Wilson. "It's been instrumental in giving students real training and real skills to become productive in the market again."

According to Wilson, it is important to remember that the dropout problem crosses "every socio-economic group, every race, both genders...girls as well as boys."

Communities, Not Just Educators Needed — Milliken

"We have to first start by understanding that we are not going to solve this strictly as educators, but it's going to take the entire community to do it," said Cities in Schools founder Milliken, a dropout himself.

I just came back from Brooklyn, where New York Schools Superintendent Joseph Fernandez and I opened up another school....In that audience were the superintendent ...district borough president...the unions... the social service people...the students, the parents, the mentors from the business community — it was the whole community saying 'we're going to turn this around'."

Education and the California Riots—Alexander

"Education is usually not front page news or at the top of the evening television news, but education is the solution to most of what is," said Secretary Alexander. "I had a good lesson in that last week," referring to his recent visit to the city of Compton, California, site of recent riots. "The school superintendent, Dr. J.L. Handy, told me that one reason for that is that 75 percent of the 9th graders never finish high school."

Goal 2, continued

changes in educational programs as we are here in Contra Costa County, are you also looking at modifying the graduation standards for the young people as they move through the programs?"

"In San Antonio, we're looking at accelerating [standards] because one of the things we're finding is that when you're working with young, at-risk people...these kids need an accelerated program, so it's almost raising the standards — but making school exciting," said Ferrier.

Secretary Alexander added: " I think some of the most interesting work I've seen going on is the work that Dr. Henry Levin at Stanford is doing with his Accelerated Schools. You don't slow anybody down, you speed them up. Dr. James Comer from Yale in his schools; Ted Sizer's work; the Success for All program in Baltimore — all of these are showing that the at-risk kids don't benefit from being slowed down, and they can learn just as well as the others."

Fresno Finds Attendance Programs Make a Difference

Peter Mehas, Fresno County superintendent and FRESNO 2000 leader, noted that potential dropouts show patterns of poor school attendance early-on, and the Fresno County school districts with vigorous attendance programs have made great gains in reducing the dropout rate. "Also, in terms...of early intervention ...we have what we call a K-6 program, where we're working very closely with the Department of Social Services and law enforcement agencies...[and] get social service workers into the schools at a very, very early age," said Mehas. He also noted that Fresno has been promoting "those skills that they feel the students need in order to be employable as they leave the schools."

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Goal 6 to Be Featured

Second Satellite Town Meeting to Focus on Safe, Drug-Free Schools

On Tuesday, June 23, communities across the country can participate in the second in a series of AMERICA 2000 Satellite Town Meetings on the six National Education Goals. The topic of the meeting will be Goal 6, "By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning."

The meeting, co-sponsored by the Department of Education and the U.S. Chamber of Commerce, will originate from the Chamber's studio in Washington, D.C., at 8:30 EDT and last approximately 60 minutes. Communities can participate in the discussion by arranging a meeting at a local satellite downlink site and by calling a special telephone number (to be publicized during the meeting) to ask questions or join in the discussion. [See box below for additional information].

Secretary Alexander will serve as moderator and will be joined by:

- ▲ John Bailey, aide to Trenton (NJ) Mayor Douglas Palmer (D) and project director for Weed and Seed. Bailey will discuss the pilot program for the federally-funded, community-based strategy designed to "weed out" crime, drug abuse and gang activities from targeted neighborhoods and "seed" them with educational, recreational and other services.

- ▲ Veronica Coleman, judge in the Memphis (TN) juvenile courts and chair of the MEMPHIS 2000 task force on Goal Six. Coleman will discuss how Memphis, as a community, has organized to combat drugs and violence in local schools.

- ▲ Mike Hall, principal of Anderson High School, Cincinnati (OH). Hall will discuss a program he developed for drug and alcohol prevention that features athletes — taking advantage of their status as role models — and uses coaches to deliver a regular, structured drug and alcohol curriculum. The U.S. Drug Enforcement Agency now uses it as a model for other schools.

AMERICA 2000

NUMBER 29, WEEK OF JUNE 15, 1992 U.S. DEPARTMENT OF EDUCATION

Atlanta to Host Second Meeting

Agenda for Denver's Regional Leadership Workshop Set

John Gottschalk, publisher of the Omaha World Herald and chairman of OMAHA 2000, will serve as keynote speaker for the first of six AMERICA 2000 Regional Leadership Workshops, in Denver, Colorado, June 29-30.

Gottschalk will discuss community responsibilities in organizing AMERICA 2000 initiatives, speaking from his own experience with OMAHA 2000. Education Secretary Lamar Alexander also is scheduled to address the group via satellite and will follow with a question and answer session on a telephone hook-up.

In addition, several sessions will focus on various aspects of the AMERICA 2000 four-part challenge: 1) adopting the National Education Goals; 2) developing a community-wide strategy to meet them; 3) designing a report card to measure progress; and 4) planning for and supporting a new American school.

Among other topics during the two-day session:

- ▲ "Communicating the AMERICA 2000 Message — The Importance of Getting Community 'Buy-in'";
- ▲ "Programs that Work: Chambers of Commerce that are 'Breaking the Mold'";
- ▲ "World Class Standards and Testing: A Voluntary System of Assessments."

The second workshop is scheduled for Atlanta, Georgia, on July 20-21. Additional workshops are planned for San Francisco and for the Northeast, Midwest and Southwest regions. AMERICA 2000 community and Chamber of Commerce leaders can attend any workshop regardless of region. For additional information, contact (202) 401-0039.

... *How to Join the June 23 Satellite Town Meeting*

The next Satellite Town Meeting will be Tuesday, June 23, 8:30 p.m., EDT. A test signal will begin at 8 p.m.

Locating a Downlink Site

Provide your "downlink" site with the following Satellite Coordinates:

C-band*	Ku-band
Galaxy 6	SBS-6
Transponder 9, Channel 9	Transponder 10
Horizontal Polarization	Vertical polarization
Downlink frequency 3880 Mhz	Downlink frequency 11945.5 Mhz
Audio Subcarrier: 6.2 and 6.8	Audio Subcarrier: 6.2 and 6.8

*Please note that the C-band coordinates are different from the ones used for the first AMERICA 2000 Satellite Town Meeting. The Ku-band coordinates remain the same.

J.C. Penney Co. has informed the Department that it intends to make downlink sites available at selected stores in the Central, Mountain and Pacific Time Zones [not the Eastern or Atlantic Time Zones because of store hours]. The AMERICA 2000 Office (1-800-USA-LEARN) has a listing of the local J.C. Penney stores which plan to offer downlink sites.

Can't locate a downlink? Have technical problems at the last minute which can't be fixed in time for the transmission? Call (719) 444-0803 for a live, audio-only feed of the meeting.

Here's How Other Communities Did It...

County educational centers, local schools and even a neighborhood pub were used by communities to arrange satellite "downlinks" and meeting places for the first AMERICA 2000 Satellite Town Meeting, May 26. Many communities picked up the meeting on local cable

See Town Meeting, next page

NEWS IN BRIEF...

MIAMI 2000 Kicks Off

On May 29, Secretary Alexander joined community, education and business leaders at the Graham Center for the launch of MIAMI 2000. Leading the Miami effort are Florida International University (FIU), Miami-Dade Community College, Dade County public schools and the Greater Miami Chamber of Commerce. "Our plans fit right into the AMERICA 2000 plan," said FIU President Modesto Maidique.

ABILENE (TX) 2000 Launched

On May 21, ABILENE 2000 kicked off at the local civic center. Assistant Secretary for Civil Rights Michael Williams represented the Education Department.

Reprinted from the *Atlanta Journal Constitution*, May 28, 1992

Gunning for the Six National Education Goals

Here are the 20 Georgia communities, recognized by Gov. Zell Miller earlier this month, that have organized as GEORGIA 2000 communities and are planning how to meet the National Education Goals — to reduce the dropout rate, raise science and math achievement and the like — in their hometowns. Most of the organized efforts are outside the greater metro area.

Atlanta	Houston Co.
Athens-Clarke Co.	Jenkins Co.
Carrollton	Valdosta-Lowndes Co.
Coffee Co.	Macon Columbia Co.
Columbia Co.	Paulding Co.
Coweta Co.	Pickens Co.
DeKalb Co.	Pierce Co.
Emanuel Co.	Rabun Co.
Griffin-Spalding Co.	Rockdale Co.
Habersham Co.	Sandy Springs Co.

Grant Announced to Develop World Class Arts Standards

The U.S. Department of Education, the National Endowment for the Arts and the National Endowment for the Humanities launched a key element of the AMERICA 2000 Arts Partnership on June 4 by announcing a $250,000 grant to a consortium of arts educators to develop voluntary World Class Standards for arts education. The grant announced is for the first year of what is expected to be a two-year effort.

The grant will enable the Consortium of National Arts Education Associations — which includes representatives from the American Alliance for Theater and Education, the Music Educators National Conference, the National Art Education Association, and the National Dance Association — to coordinate and oversee the development of voluntary World Class Standards in the major arts disciplines — dance, theater, the visual arts and music and other related subjects.

The AMERICA 2000 Arts Partnership was announced in March and is a seven-part strategy that includes developing voluntary World Class Standards for the knowledge, skills and understanding that all students should acquire in the arts.

In addition to developing voluntary World Class Standards, the AMERICA 2000 Arts Partnership calls for: involving AMERICA 2000 communities in arts education; helping states implement the new voluntary standards; creating a National Center for Arts Education; expanding the National Assessment of Educational Progress to include arts assessment; developing a research agenda in arts education; and designing a National Arts Education Dissemination Network.

Town Meeting, continued

access channels through Mind Extension University, a cable network. Others used neighbors with backyard satellite dishes:

- ▲ Lexington (MA) watched the first Satellite Town Meeting in a local school, since nearly all the schools have satellite dishes and an access channel provided by the Massachusetts Corporation for Educational Teleconferences. The local cable company also made the Satellite Town Meeting available to the community.
- ▲ Highland County (OH) watched at the IDEA Center (Individual Development and Economic Advancement) which houses the Chamber of Commerce and the Adult Education Department of Great Oaks Joint Vocational School. The cable company provided the service free, and the local K-Mart loaned televisions at no cost for the meeting.
- ▲ Manatee (FL) viewed the Town Meeting at the school system's Instructional Materials Center, which has a satellite dish bed located at the Media Resource Center for all teachers and school specialists. The Town Meeting was broadcast community-wide through the Manatee Educational Television System, and the Chamber hosted an on-site meeting for parents, teachers, and business leaders.
- ▲ Walnut (IA) used the county extension service center (18 miles away), which has a downlink facility on-site for learning, when the local cable company said it could not arrange the downlink.
- ▲ Piscataway/Middlesex (NJ) found out that the local cable company could not downlink either satellite, so organizers turned to Max's Sports Cafe, which could pick up Galaxy 6. The restaurant provided a meeting area and phone to call in.

Other communities turned to local high schools, local community colleges, state networks, Public Broadcasting stations, and local utility board rooms.

Issue No.29

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The next AMERICA 2000 Regional Workshops are in Atlanta, GA, July 20-21, and San Francisco, CA, September 15-16... See back page for details.

AMERICA 2000

NUMBER 30, WEEK OF JUNE 29, 1992 U.S. DEPARTMENT OF EDUCATION

Want to Organize Your Own Town Meeting?

The next AMERICA 2000 Satellite Meeting, July 28, will feature Goal 1—all children starting school ready to learn. Here's how several communities organized meetings around the last AMERICA 2000 Satellite Town Meeting, June 23:

- **Pierre Brought in the Police.** About 30 residents in Pierre, South Dakota, held a local meeting before and after the satellite transmission to discuss community needs and invited the police to speak about crime, drugs and alcohol in the schools. "It's a way that we can pull our assets together," said Tom Leckey, PIERRE 2000 coordinator.
- **San Antonio Met Oprah Style.** An hour before the satellite transmission, San Antonio, Texas, held a forum Oprah Winfrey style — with SAN ANTONIO 2000 leader Karyne Conley, walking around the audience with a microphone, taking comments and questions. About 70 San Antonians listened to a panel which included members of Victory Outreach, a group of former gang members who help keep youngsters from joining gangs. According to Skip Cox, chairman of SAN ANTONIO 2000, the meeting is "a very positive thing. It is really getting that dialogue moving...."
- **Bentonville Joined Forces.** About 150 people representing nine school districts in Bentonville, Arkansas, attended a meeting at Wal-Mart headquarters. After the Satellite Town Meeting, school administrators, teachers, parents, and interested citizens were able to comment and ask questions.
- **Dickinson Focused on Binge Drinking.** About 25 people attended a local meeting after the Satellite Town Meeting to discuss binge drinking in Dickinson, North Dakota. Participants included teachers, representatives from the Chamber of Commerce and the local Coca Cola company, school administrators, representatives from the juvenile division, and the dean of student affairs at Dickinson State University.

400 Communities Join Second AMERICA 2000 Satellite Town Meeting

Trenton, New Jersey, is using a community-based program to "weed" out crime and drug use and "seed" neighborhoods with social and educational services. Memphis, Tennessee, has formed a local task force to address school-related drug and violence problems. Both communities were highlighted during the second AMERICA 2000 Satellite Town Meeting, June 23, which focused on National Education Goal 6 — safe, disciplined, drug-free schools.

Nearly 400 communities and local chambers of commerce arranged satellite "downlinks" to join the meeting, which was sponsored by the U.S. Chamber of Commerce and the U.S. Department of Education and moderated by Secretary Lamar Alexander. Guests in the U.S. Chamber's studio in Washington, D.C., were:

- John Bailey, aide to Trenton Mayor Douglas Palmer (D) and project director for the city's federally-sponsored Weed and Seed program;
- Veronica Coleman, judge in the Memphis juvenile courts and chair of the MEMPHIS 2000 task force on Goal Six; and
- Mike Hall, principal of Anderson High School, Cincinnati, Ohio, and creator of a school-based drug and alcohol prevention program focusing on athletes.

Weed and Seed Harnesses Community Resources — Bailey

"We've cleared out the open air drug traffickers and removed the violent offenders from particular areas of Trenton," said John Bailey, who said that the Weed and Seed program also provides four "safe haven schools," which are kept open after the normal school day for use by the community. "What we've tried to do is to make sure that young people, seniors, families, have a place to go for enrichment — be it educational, recreational, cultural or social."

Secretary Alexander noted that Kansas City, Missouri, is the other test site for a Weed and Seed program, and 17 other cities — including Boston, Denver and Los Angeles — have been awarded federal funds for their own programs. "If you want to ask about starting up a Weed and Seed project, please call your local U.S. Attorney," he said.

Parents Critical in Curbing School Drug and Violence — Coleman

According to Veronica Coleman, the MEMPHIS 2000 Task Force sees the home and family as central to finding a solution for drugs and violence in the schools. "School systems balk when it is suggested that the solution to drugs and violence is going to be found within the school system," said Coleman. "If children see violence at home, if they see disrespect, then that's what they're going to bring with them to the classroom."

Coleman observed that many of the MEMPHIS 2000 Task Force recommendations included some type of parental training, "even parental training for students, because so many young students are having children of their own. We have to start very early."

Among existing programs helping Memphis reach Goal 6:

- **Memphis City Schools' Center for Drug Free Schools**, established two years ago, offers prevention and treatment services to students, teachers, parents, schools and communities.
- **The Urban Initiative** works in tandem with Drug Free Schools' Center, recruiting and

See Satellite, page 4

Note to Communities That Used J.C. Penney's "Downlink" Sites

Due to a technical problem, communities using J.C. Penney's "downlink" sites during the last Satellite Town Meeting did not receive the transmission. Videotapes of the meeting will be mailed to these communities within the next week.

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Communities Talk Goal 6: Safe,

Leaders in 400 communities across the country joined the second AMERICA 2000 Satellite Town Meeting, June 23, with questions and comments about Goal 6 — safe, disciplined, drug-free schools by the year 2000. Following are highlights of the hour-long meeting:

Lehigh Valley Asks About Community Cooperation

Jerry McAddams, Lehigh Valley, Pennsylvania, asked how other sectors of the community work with the schools in dealing with the conditions that breed drug use and violence. Trenton Official John Bailey responded: "You bring those sectors of the community together that are interested in the problem....I started with community meetings....My second visit was to the school superintendent, to make sure that she was aware of what we were doing and to get her blessings for opening up the schools....[It's important] to bring together parents...to make sure they are educated ...."

San Antonio Wants More on What Works

Karyne Conley, San Antonio, Texas, noted that San Antonio's "CO" [Coalition] is successfully bringing together community groups. Conley asked about similar programs in other parts of the country. Memphis Juvenile Court Judge Veronica Coleman responded: "[O]ur program...the Urban Initiative... brings together [community groups]....I think every school in Memphis now has been adopted by a business. They actually took all of these interested community participants to a two-day retreat...and they came away with action plans."

Middletown Talks Parental Involvement

Deb Edgerton, Middletown, Ohio, asked about strategies to increase and improve parental involvement. John Bailey responded: "[In Trenton], we're organizing parents in the Safe Haven Schools program....[W]e have a Community Advisory Board for each Safe Haven school where parents are directly involved in...programming....Safe Haven schools are open from 3:00 p.m. to 9:00 p.m., and [earlier] during the summer.... We're trying to make sure we address the types of concerns that parents feel are important....Education enrichment...technology...are built into our Safe Haven programs. At the same time, we try to bring parents in and make them more aware of the types of things that they need to be about...."

Dallas Fights School Drugs/Crime

Blanca Martinez, Dallas, Texas, talked about a successful Dallas-based program, Nuestro Centro, which receives federal support. "We're a community-based organization that has formed a partnership with the schools....We've been very successful in lowering gang violence....We provide mentors for the kids... counseling...field trips...parenting classes. Home visits are mandated for the counselors....The kids themselves wrote and produced a play [about a type of drug commonly used in the Latino Community]....We take it to all of the elementary and middle schools, and the kids talk to the kids. For more information about the program, call the Office of Juvenile Justice [U.S. Department of Justice; 202-307-5914] or Nuestro Centro [in Dallas; 214-948-TEEN]."

Contra Costa County Asks About Federal Funding

Jean Perry, San Pablo, California, asked: "The Contra Costa Council Education Task Force...wants to know [if] you foresee sustained federal funding — like five to ten years — available to implement drug prevention and early intervention programs in schools. Secretary Alexander responded: "Yes. I've talked to many of the members of Congress. From Washington, it's difficult to do things that are really useful in local classrooms and communities, but the Congress has committed to that."

Coachella Valley Talks About Federal Support

Janeil Esmeralda, Coachella Valley, California, noted that her community has been declared an enterprise zone and asked if there is any advantage in receiving Weed and Seed funding. Trenton's John Bailey responded: "I think it *is* to your advantage...[T]he President's fiscal year budget for '93, part of the $500 million ...will be tied to the enterprise zones...." [Editor's Note: see lead story for details on "Weed and Seed"]

Secretary Alexander added, "I'm glad you're thinking and talking about things that way....[Y]ou can't talk about all these programs separately....Adding enterprise zone to that, taking all the federal and state and local programs, pulling them together and focusing them on children is really what an AMERICA 2000 community is all about."

Hattiesburg Asks About Prenatal Drug Abuse Victims

Sheila Jackson, Hattiesburg, Mississippi, asked for some examples of successful programs for children entering school who have been victims of prenatal drug abuse. John Bailey replied: "...[I]n school districts around the country, superintendents, principals, referees, everyone is concerned about this issue. I would suggest [that] the caller...try to find out what may be the particular need in your community...." [Editor's Note: For the latest research on this topic and examples of community-based programs, contact: National Association for Perinatal Addiction Research and Education; 11 E Hubbard Street, Suite 200; Chicago, IL 60611; 312-329-2512.]

Anchorage Asks about Financing Education Reform

Patricia Needy in Anchorage, Alaska, asked how Memphis financed its education reform committee. Veronica Coleman responded: "We started with five or six sponsors from the business community. I believe our original budget was at $75,000....We have a great volunteer effort [and] three coordinators....We've got great support from the business community to help us implement..some of the recommendations...."

Richmond Asks About Inner City Role Models

Alonza Lawrence, Richmond, Virginia, asked for suggestions on ways to keep role models in communities hard hit by drugs and violence. Trenton's John Bailey responded: "...[Y]ou can never tell a person where he or she can live. I think we need to come to grips with that....[W]e just sent approximately 100 black male role models into the middle schools in Trenton....The superintendent identified middle school youngsters as having a pressing need, and the mayor made a call to his friends and other African-American males to come to his office....be oriented and trained....Then we take those people and tie them into the school district's mentoring programs...rather than trying to create another mentor program...."

Port Jervis Uses Early Intervention

Ann Corcoran, Port Jervis, New York, noted that her community is using early intervention to build students' self-esteem in grade school and early middle school. She observed that more trained people are needed at a time when education is facing budget cuts. Secretary Alexander replied: "Often by the time we

Disciplined, Drug-Free Schools

recognize a need in Washington...the need is something different. The President's proposal [GI Bill for Children, announced on June 25 — to be discussed in the next AMERICA 2000 Newsletter] will give scholarships to middle and low income families that they can take to schools that meet the needs of their children, and then the schools themselves can decide how to spend the money. If they want to hire counselors, stay open until 8:00 or 9:00 at night, or create a safe haven, they can do that, because usually the teachers on the spot have a better idea of what needs to happen to those children than somebody in Washington."

Marietta Talks Weapons Policies

Frances Roberson, Marietta, Georgia, asked about school weapons policies. Cincinnati Principal Mike Hall replied: "We try to make the school a very high risk area for drugs...weapons....We set up a student handbook that spells out the consequences.... When...we have to take somebody out in handcuffs, we take them out when there is a class change, and then everyone in school knows that it's going on."

Oakhurst Has Voluntary Drug Testing

Bob LaBelle, Oakhurst, California, told participants that his community has just started a voluntary drug testing program in the high school, and he would be willing to share that with anyone who's interested in that program. "We have parents and students both sign up for the program. The [drug test] results come back just to the parent and the student if it's a positive test. We've had a lot of success....It gives students an opportunity to say no....We have up to 45 percent of our students involved right now." [Editor's Note: For more information, contact 1-800-USA-LEARN (for a fact sheet) or Bob LaBelle 209-683-4667.

Santa Fe Asks About Student Courts

Mike Berry, Santa Fe, Texas, asked for examples of communities using student courts to oversee violations that occur on school property. [Editor's Note: Does your community have a successful student court? Contact the AMERICA 2000 Newsletter, U.S. Department of Education; 400 Maryland Avenue, S.W.; Room 2089, Washington, D.C. 20202.]

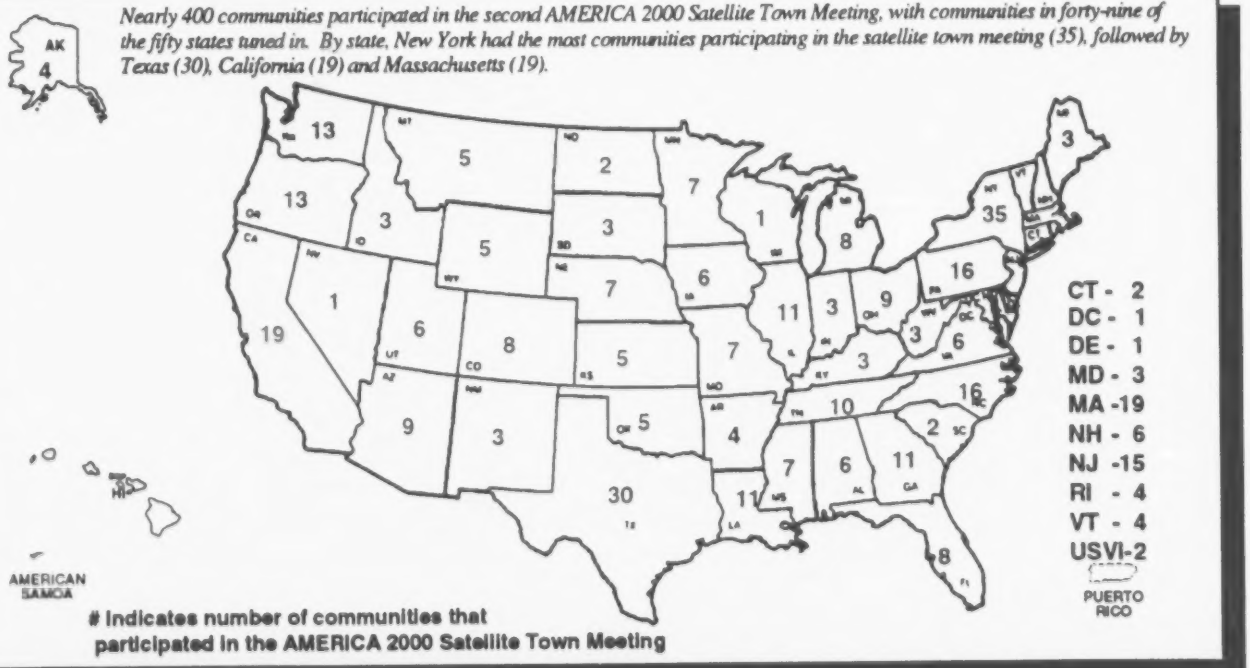
Salem Talks Student Courts...Parenting Education

Don Perkins, Salem, Oregon, called in to respond to Berry's question: "Student courts used to [exist] about 1970," said Perkins, "but they don't seem to be doing very much around the country at this point." He then asked about parenting education programs. Secretary Alexander said: "Senator Bond of Missouri has introduced legislation that would expand Missouri's Parents As Teachers program....Missouri has had several years experience with the program, and feels it helps. It's voluntary. Nobody goes bursting into a home, but parents who want help can get some advice." [Editor's Note: For information about Parents As Teachers, contact Parents As Teachers National Center; University of Missouri-St. Louis; 8001 Natural Bridge Road; St. Louis, Missouri 63121; 314-553-5738.]

Veronica Coleman added: "There is a school in Memphis...teaching the high school teenagers who have had a pregnancy how to be parents. I'm sure that's funded through the Memphis City School System budget....There may be some state funds available for that type of parenting, but for the adults themselves, in parent education, that's largely done through separate groups like mental health centers. John Bailey concluded: "...[I]f you're shrewd and creative, you will find a way to

See Goal 6, next page

Nearly 400 communities participated in the second AMERICA 2000 Satellite Town Meeting, with communities in forty-nine of the fifty states tuned in. By state, New York had the most communities participating in the satellite town meeting (35), followed by Texas (30), California (19) and Massachusetts (19).



 # Indicates number of communities that participated in the AMERICA 2000 Satellite Town Meeting

DON'T FORGET THE REGIONAL WORKSHOPS

Where/When: *Southern Region: Atlanta, GA, July 20-21; Western Region: San Francisco, CA, September 15-16; Additional workshop sites will be listed at a later date.*

Who Should Attend: *Anyone interested in starting or developing an AMERICA 2000 effort in his or her community.*

Cost: *$45 per person*

Registration: *Call 1-800-USA-LEARN or 202-401-0039*

Goal 6, continued

be able to put together, through foundations and corporations, dollars to support programs along those lines." For additional information on parent training, contact the National Federation of Parents 314-968-1322 or the Parent's Resource Institute for Drug Education 404-577-4500.

Bentonville Asks About Integrating Drug Education

Marinelle Adair, Bentonville, Arkansas, asked how schools are placing programs like drug education in their curricula. Hall responded: "In the health curriculum, a substance abuse section would certainly fit...and one of the goals obviously is to have a K through 12 substance abuse curriculum. The thing that is really key...is to integrate this whole idea of substance abuse in all of the other curricula....You can easily, in Language Arts classes or English classes, have students writing about the subject, in Social Studies classes, and economics classes."

Coleman added: "The Memphis Mendez Curriculum...is in K through 12....In the first six grades, it is taught through the health courses curriculum, but in the upper grade levels, it's taught through the core courses...and it's supposed to be not only an intervention but prevention curriculum as well."

Satellite, continued

training community volunteers who help sponsor drug awareness fairs and parades, "Just Say No" clubs, "Urban Olympics" recreational events, etc. Seventeen Urban Initiative school/community teams exist.

- **The Mendez Curriculum,** in place for grades K-12 in Memphis schools, presents facts about drugs and teaches skills to resist peer pressure. In the early grades, the curriculum is presented as a separate unit; in high school it is integrated into social studies, health, law and other courses.
- **About Face** is an eight-month, boot-camp style training program created at the request of the Memphis Juvenile Court to serve 14-17 year-old drug offenders.

Drug and Alcohol Programs Cross All Communities — Hall

Cincinnati School Principal Mike Hall observed that drug and alcohol problems cross all communities — from inner cities to suburbia. "There are [drug/alcohol] programs that are successful in all kinds of settings, but basically the strategies are the same," said Hall.

Hall's drug and alcohol awareness program requires all student athletes (about half the student population) to sign a pledge promising to be alcohol- and drug-free during the sports season. Parents are asked to co-sign. Central to the program is "The Room," a drop-in counseling center open all day long during school and staffed by adult and student volunteers. "It's in an out-of-the-way place, but they're basically free to discuss anything they want to discuss," said Hall. "The number one rule is whatever is said there, stays there."

Before the program started, 68 percent of the student athletes admitted to alcohol use and 35 percent said they used drugs. A recent survey found that 97 percent of Anderson athletes are now alcohol- and drug- free during their sport season, and 72 percent say they stayed that way for the entire year.

The U.S. Drug Enforcement Agency has published Hall's program and distributes it with the help of the national High School Athletic Coaches Association, the National Football League and International Association of Chiefs of Police.

The National Education Goals in Brief...

1. All Children Ready for School
2. 90% Graduation Rate
3. All Children Proficient in At Least English, Math, Science, History, and Geography
4. First in the World in Math and Science
5. Every Adult Literate and Able to Compete in the Work Force
6. Drugs and Violence Out of Schools

#30

Issue No. 28

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FIRST CLASS

Don't forget the next AMERICA 2000 Regional Workshops — Atlanta, GA, July 20-21, and San Francisco, CA, September 15-16. Call 1-800-USA-LEARN for details....

AMERICA 2000

NUMBER 31, WEEK OF JULY 6, 1992 U.S. DEPARTMENT OF EDUCATION

President Proposes "GI Bill for Children"

Calling it "a crucial component of our efforts to help the country achieve the National Education Goals," President Bush transmitted to the Congress a new "GI Bill for Children" on June 25. The proposed legislation would authorize $500 million in new federal (FY93) funds and additional amounts in later years for states and communities to give $1,000 scholarships to middle- and low-income children. Families could spend the scholarships at any lawfully operating school of their choice — public, private, or religious — including up to $500 of the money for supplementary academic services for their children.

In a message to Congress, the President noted that the bill "will give middle- and low-income families more of the same choices available to wealthier families." He described why the measure is modeled after the existing GI Bill for veterans:

> *This consumer power gave veterans opportunity, helped to create the best system of colleges and universities in the world and gave America a new generation of leaders.... This bill [GI Bill for Children] will...provide new funds at the school site that teachers and principals can use to help all children achieve...create a marketplace of educational opportunities to help improve all schools; engage parents in their children's schooling; and encourage creation of other academic programs for children before and after school, on weekends, or during school vacations.*

States or localities would be required to apply for the funding, and the Secretary of Education would select grantees on the basis of:

1) the number and variety of choices made available to families;
2) the extent to which the applicant has provided educational choices to all children, including children who are not eligible for scholarships;
3) the proportion of children who will participate from low-income families;
4) The applicant's financial support (including private support) for the project.

The maximum family income allowed for eligibility would be determined by the state or locality receiving the grant, but it could not exceed the greater of the median income for the state or the national median income, adjusted for family size. In 1989, the national median family income for a family of four was about $40,000.

"This is the muscle parents need to transform our education system and create the best schools in the world for all our children," said the President.

What the GI Bill for Children Can Mean for Communities...

The Education Department has produced a table showing the impact of the new proposed federal grants on selected school districts across the country [Editor's Note: states, cities, counties and other governmental units are also eligible to receive grants.]

Birmingham, Alabama, for example, would be eligible for up to $34 million under the GI Bill for Children, based on the fact that there are 46,000 public and private school children within the local school district, and 34,000 middle- and low-income children would be eligible for $1,000 scholarships. This is more than double the amount the district already receives from the Department for elementary and secondary education programs. The $500 million for the GI Bill in the first year could fund roughly 15 districts similar to Birmingham.

A sampling of other school districts finds:

- Indianapolis, Indiana, would be eligible to receive up to $37 million in new funds over and above (and almost double) the 19.7 million federal dollars currently provided by the Department of Education;
- Milwaukee, Wisconsin, would be eligible to receive up to $72 million in new funds— more than double the amount provided by the Department of Education in 1990-91;
- San Jose, California, would be eligible for up to $20 million in new funds over and above current funding levels and almost six times the $3.3 million provided in the 1988-89 school year.

For more information about the GI Bill for Children, including a listing of possible awards in selected school districts, call 1-800-USA-LEARN.

Third Satellite Town Meeting to Focus on School Readiness

- Laura Winterfeldt-Shanks,
- Dan L. Griffith,
- Jule Sugarman,

Please note that the Cleveland and Kuband coordinates are the same as the ones used for the second AMERICA 2000 Satellite Town Meeting.

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Grant Announced to Develop Civics Standards

The Department of Education has awarded $505,000 to the Center for Civic Education to support a two-year project to develop voluntary World Class Standards for elementary and secondary education in government and civics.

Secretary Lamar Alexander was joined by former U.S. Supreme Court Chief Justice Warren Burger and Center Director Charles N. Quigley at the announcement on July 1. Education Department funding will be supplemented by $200,000 from the Pew Charitable Trusts.

The grants will enable the Center, with assistance from the National Council for the Social Studies and a national review committee, to coordinate the development of education standards at various grade levels. The review committee will include educators; evaluation experts; scholars in history, the humanities and the social sciences; and representatives of professional organizations.

In addition to supporting the development of standards in civics, the Department has announced similar initiatives in history, with the National Center for History in the Schools; in science, with the National Academy of Science; and the arts, with a consortium of arts educators. Standards in mathematics have already been developed and are being implemented by the National Council of Teachers of Mathematics.

Need Help in Assessing Your Community's Educational Needs?

The AMERICA 2000 Office has learned of two assessment tools which might be useful for communities looking for help in assessing their strengths and weaknesses in terms of reaching the six National Education Goals:

1. ***United Way's COMPASS Program—a community assessment and action system developed at United Way of America through a grant from the Gannett Foundation with help from the Urban Institute.*** *Many local United Way offices have purchased this assessment package from national headquarters and may be willing to work with local AMERICA 2000 groups in determining local education needs. For information about the package, contact your local United Way organization or United Way of America; 401 N. Fairfax St.; Alexandria, VA 22314-2034; 703-683-7887, (Jim Morrison).*
2. ***A five- page Community Assessment Format developed by the Cities in Schools program to assist local AMERICA 2000 communities, assess school needs, problems and resources.*** *For a copy, contact 1-800-USA-LEARN.*

NEWS IN BRIEF...

First AMERICA 2000 Region Announced

Tennessee, Mississippi and Alabama will form a tri-state coalition to achieve the National Education Goals — becoming the first AMERICA 2000 region, announced NASA Administrator Daniel Goldin and Education Secretary Lamar Alexander, June 9. The two federal officials outlined the initiative during a joint video teleconference with the governors' offices in the three states.

The program will include 95,000 students in a 50-mile radius at the point where the three states converge.

WASHINGTON, D.C. 2000 Holds Education Summit

Mayor Sharon Pratt Kelly (D) convened the first D.C. Education Summit to focus community attention on reforming education and identify new resources to augment the educational system, May 15-16. The meeting, held at the University of the District of Columbia, was part of D.C.'s "Countdown to 2000," the city's version of AMERICA 2000.

Planning for the summit actually began in August 1991, when Kelly formed the Mayor's Education Youth Council. Local community groups, advisory neighborhood commissions, and the general public were also involved in the planning.

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AMERICA2000
Issue No. 31

AMERICA 2000

NUMBER 12/WEEK OF JULY 20, 1992 U.S. DEPARTMENT OF EDUCATION

NEWS IN BRIEF...

More on the Next AMERICA 2000 Satellite Town Meeting....

JC Penney, Johnson Controls and Mind Extension University (via local cable networks) have agreed to provide downlink sites to communities interested in organizing meetings around the next AMERICA 2000 Satellite Town Meeting, Tuesday, July 28, 8:30 p.m., EDT. The meeting will focus on National Education Goal 1, "By the year 2000, all children in America will start school ready to learn."

If you already have arranged a downlink site, refer to last week's AMERICA 2000 Newsletter for the satellite coordinates. If you don't have the newsletter or need additional information about the sites offered by J.C. Penney, Johnson Controls and Mind Extension University, call 1-800-USA-LEARN.

Northwest Arkansas Joins AMERICA 2000

On July 10, Education Secretary Lamar Alexander travelled to the northwestern corner of Arkansas to join 18 communities for the launch of NORTHWEST ARKANSAS 2000. The Secretary joined Arkansas Lt. Governor Jim Guy Tucker (D), corporate officials from Wal-Mart, representatives from local chambers of commerce and school and community leaders at the kick-off, which was held in Springdale.

Twin Cities MINNESOTA 2000 Effort Launched

Minnesota Governor Arne Carlson (R), Superintendent of St. Paul Schools Curman Gaines, Minneapolis Mayor Don Fraser (D), and Education Secretary

See News In Brief, page 4

NASDC Selects 11 Design Teams for Break-the-Mold Schools

The New American Schools Development Corporation (NASDC) announced on July 9 the selection of 11 design teams whose ideas will serve as blueprints for communities to reinvent their schools to reach the National Education Goals. The selection was made from nearly 700 proposals received in response to the Corporation's call last Fall for proposals to "help all students meet world-class standards in at least five core subjects."

"These New American School design teams are in the forefront of a movement that will, by the end of the 1990s, create revolutionary new schools," said President Bush. "I know that AMERICA 2000 Communities in every state will be anxious to study and to use these new school designs to help create their own New American Schools."

The design teams will work initially in schools and school systems in more than 20 states. They will reach elementary, middle and high school students, along with pre-schoolers and older citizens in urban, suburban and rural areas.

> *"I know that AMERICA 2000 Communities in every state will be anxious to study and to use these new school designs to help create their own New American Schools."*
>
> President George Bush

"Our challenge brought together the talent, energy and vision of many of the nation's most creative thinkers in education and business, along with community leaders and parents," said NASDC President and CEO Ann McLaughlin. "It united them in creating real plans to help students make a quantum leap in learning."

Criteria important to the selections included the likelihood that the designs will enable all students to reach the National Education Goals and attain world class standards, and the quality of plans to assess the performance of the design. Among the proposals: new teacher/mentor relationships; the moving of "classrooms" into community areas such as government offices, libraries and technology centers; performance, instead of age, groupings; integration of health and social services into school sites; and curricula designed to develop good students and good citizens [see page 2 for details.]

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>
> Ann McLaughlin
> NASDC President and CEO

NASDC currently is in the process of negotiating contracts with each of the 11 teams. The teams will develop, test and implement their designs in three phases:

- **Phase I, Search and Design (Summer 1992-Summer 1993).** Initial contracts will be for one year, during which each team is expected to develop the basic design it proposes and define the standards against which the design will be assessed.

See Teams, page 4

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NASDC Teams Offer Ideas,

With its selection of 11 design teams, the New American Schools Development Corporation set in motion individuals and organizations that bring together theory and education practice to apply to the design of break-the-mold New American Schools. These schools will help communities across the country reach the six National Education Goals:

ATLAS Communities, Providence, RI

Several corporations and business organizations have joined forces with reformers James Comer, Theodore Sizer and Howard Gardner in a proposal which focuses on the overall development of the child — looking at all the relationships that the child is engaged in while growing up and trying to make them meaningful, important and supportive. The design calls for specialized "teams" to help ensure continuity in management, forge bonds between schools and communities and encourage students' intellectual and social development, For example, a planning and management team — comprised of teachers, parents, school counselors, high school students and the principal — will prioritize, coordinate and monitor school activities. A community health team of teachers, parents and community health officials will focus on child development issues and school-wide problems–e.g., how to deal with a high transfer rate. [Contact: Theodore R. Sizer; Coalition of Essential Schools; Brown University; Box 1969; Providence, RI 02912]

The Odyssey Project, Gaston County, NC

Family involvement in schooling is a primary goal of the project, which requires mastery of the basics — combined with language, art, and drama — in five levels of schooling or "learning centers" based on performance outcomes instead of grade levels. Adult family members are expected to provide 10-20 hours of service to the learning centers each year. A Learning Support Center will be open 12 hours a day, and students will attend school at least 200 days each year. Social and health services will be available on campus. By the time they graduate, students will have performed at least 220 hours of community service and will leave school technologically literate. [Contact: Joseph F. Miller; Gaston County Design Team; 943 Osceola Street; P. O. Box 1397; Gastonia, NC 28053]

Roots and Wings, Lexington Park, MD

Led by design team leader Robert E. Slavin of Johns Hopkins University, Roots and Wings focuses primarily on rural children from birth through age 11, in St. Mary's County, Maryland. It combines several high-performance components already proven by Slavin's Center for Research on Effective Schooling for Disadvantaged Students to ensure that all children enter school ready to learn and exit 5th grade ready for higher level schooling. Roots and Wings includes innovative uses of federal support already in place (e.g., Chapter 1 and special education money for prevention, intervention and tutoring) and Maryland's new break-the-mold assessment to measure progress. The proposal involves an extended day and a "family support team" at each school. [Contact: Robert E. Slavin; Center for Research on Effective Schooling; Johns Hopkins University; 3505 N. Charles Street; Baltimore, MD 21218]

The National Alliance for Restructuring Education, Rochester, NY

Led by Marc Tucker, president and founder of the National Center on Education and the Economy, the National Alliance has as its goal a Total Quality Management (TQM), output-driven, performance-oriented system of education with students meeting high national achievement standards. The plan calls for a complete re-invention of the present system — e.g., an output-based curriculum with an effective school-to-work transition program, health and human services integrated with the schools and altered teaching and management methods. The design envisions 243 break-the-mold schools in seven states by 1995. [Contact: Marc Tucker; National Center on Education and the Economy; 39 State Street; Suite 500; Rochester, NY 14614]

The Bensenville Community Design, Bensenville, IL

Under the design, schools would see the entire Bensenville community as the campus for learning. Students might, for instance, study mathematics in the morning at the bank and study writing in the afternoon at the local newspaper. At the heart of the community campus will be a Lifelong Learning Center. Technology will become as familiar to students as pencils, and an electronic teaching center replaces the teacher's desk, connecting the teacher and a file server to students' computers. The design is "community generated" by a team led by Len Sirotzki, director of the Dupage-Kane Educational Service Center, which includes the village manager, school superintendent, local pharmacist and president of the student council. [Contact: Sharon Probloske; Bensenville Intergovernmental Group; 700 West Irving Park Road; Bensenville, IL 60106]

The College for Human Services (The Audrey Cohen College Design Team), New York, NY

The Audrey Cohen College proposal is based on the idea that students learn best when they can see the connection between what they are learning and the real world. Core subjects would be focused to relate to a central "Purpose" each semester which combines knowledge and a socially important thrust (for example, "We Use Technology to Meet Human Needs"). Students will spend several hours in community-based organizations outside the classroom each week, directly applying what they have learned at school. Other aspects of the proposal include curriculum planning by teacher teams, strong parent and surrogate parent involvement, principals serving as "educational brokers" between the community and the schools, and a strong citizenship component to student assessment. Initial sites are in seven to 30 schools in Arizona, California, Illinois, Mississippi, Washington, D.C., and New York City. San Diego City Schools are among those already selected and committed. [Contact: Audrey C. Cohen; The College for Human Services; 345 Hudson Street; New York, NY 10014]

Community Learning Centers, Minneapolis, MN

The Minnesota-based plan works with existing budgets and the five core subjects but uses charter schools or contract schools to bypass the current system of rules and regulations. Teacher accountability and flexibility are central to the design — with teachers assuming broader roles in managing instructional systems and involving parents and the community in the learning program. Student learning will be tied closely to community activity (e.g., learning world geography through interest in short wave radio or friendships with international exchange students). Each center will

Technology, Community Involvement

be managed by a council broadly representative of the community which will play a major role in assessing learning outcomes and monitoring funds. Several foundations and Minnesota-based school districts are in partnership with Wayne Jennings, president of Designs for Learning; John Cairns, attorney and business leader; Joe Nathan, University of Minnesota; and Elaine Salinas, Urban Coalition. [Contact: John Cairns; Public Schools Incentives; 2400 IDS Center; Minneapolis, MN 55402]

The Co-NECT School, Cambridge, MA.

With a curriculum focused primarily on math and science, the Co-NECT Schools will use practical applications of existing technologies in classrooms in Boston and Worcester, Massachusetts. Curriculum will be based on student-initiated projects and seminars, and students will be "clustered" in groups of 100, with half a dozen teachers to support the cluster and to follow the students for several years. Each student will have a personal growth plan, and progress will be monitored by portfolio and resume. A computer-based network will connect all school community members to each other and to local, national and global learning resources. [Contact: John Richards; Bolt Beranek and Newman; 10 Moulton Street; Cambridge, MA 02138]

Expeditionary Learning, Boston, MA

The design is based on the idea that children will learn to think if they are taken through programmatically-related voyages and adventures. The five core subjects are intertwined in all programs; and the International Baccalaureate, one of the most demanding academic programs in the world, will be the standard by which students will be assessed. A crew of 25 students, accompanied by a guide (teacher), will set out on expeditions which may, for example, trace the historical development of mapping and navigation, help a community agency plan a park or building, or teach senior citizens how to use a computer to write their own history. Crew members also will shadow business people and other professionals. Each crew and guide will remain together for three years. Progress is assessed orally and in writing. Initial sites are in Portland, Maine; Boston, Massachusetts; New York, New York; Decatur, Georgia; and Douglas County, Colorado. [Contact: Diana Lam; Outward Bound USA; 384 Field Point Road; Greenwich, CT 06830]

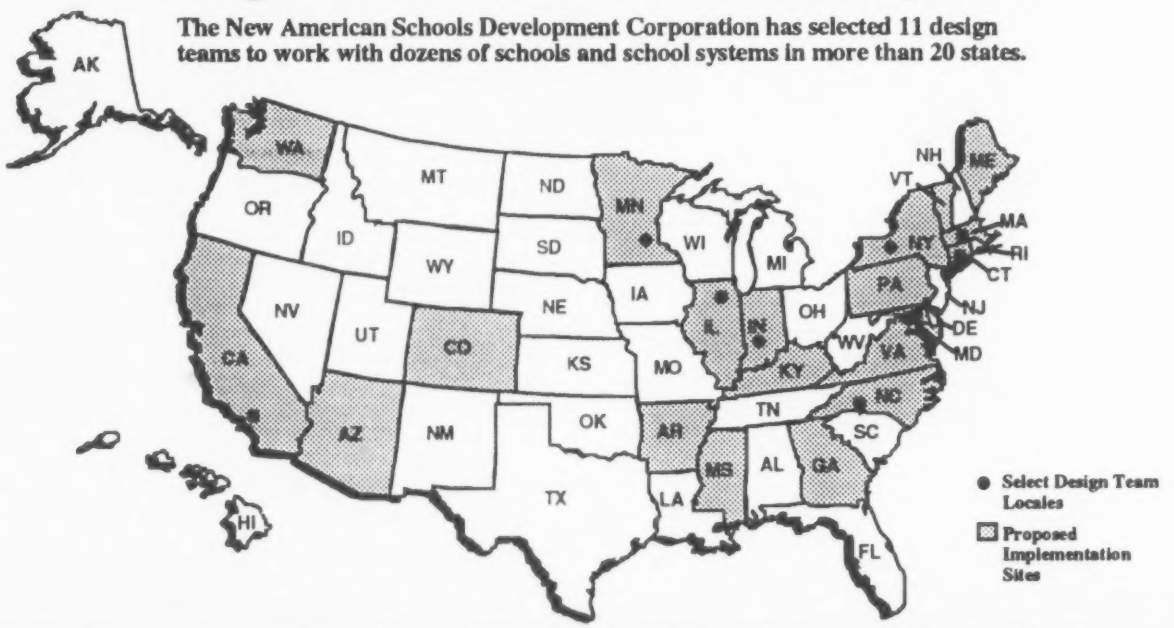
The Los Angeles Learning Centers, Los Angeles County, CA

The Learning Center design, planned for two sites in Los Angeles, addresses the diversity of the student population there. It calls for a "moving diamond" of support for students that links each young student with an older student, a teacher, and a parent or community volunteer. The Centers will integrate and link Los Angeles County health and social service agencies, and community resource coordinators will help teachers and students use the community as their classroom. Each school will have a technology manager; use achievement portfolios to assess student learning; and have classes ungraded in clusters of K-4, 5-8 and 9-12. Cooperating in the project are five corporate partners, top leadership of the Los Angeles Unified School District and the United Teachers of Los Angeles, experts, teachers, parents and the city's public education fund. [Contact: Peggy Funkhouser; Los Angeles Education Partnership; 315 West 9th Street; Suite 1110; Los Angeles, CA 90015]

See NASDC , page 4

Design Teams and Their Initial Start-up Sites

The New American Schools Development Corporation has selected 11 design teams to work with dozens of schools and school systems in more than 20 states.



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NEWS IN BRIEF, continued

Lamar Alexander urged more than 200 Minneapolis and St. Paul community leaders to take an active role in reforming urban education at a half-day planning and kickoff meeting for Twin Cities MINNESOTA 2000 efforts, July 16.

"Our urban schools clearly have some unique challenges to overcome," Governor Carlson said. "MINNESOTA 2000's community by community approach will be effective in helping individual schools address their own specific needs."

Teams, continued

- **Phase II, Testing in School Settings (Summer 1993-Spring 1995).** A second round of two-year contracts is planned to demonstrate that the designs can be adapted and used in real communities. The designs must be tested and refined in more than one site.
- **Phase III, Nationwide Implementation of a New Generation of American Schools (Spring 1995-Spring 1997).** During the third, two-year phase, design teams will be expected to provide technical assistance to communities in implementing the designs. Design teams will be expected to demonstrate that there are realistic, viable, cost-effective solutions to any difficulties associated with implementation.

The AMERICA 2000 office is looking into ways to help design teams not selected by NASDC continue their work with communities interested in starting New American Schools. Stay tuned....

NASDC, continued

The Modern Red Schoolhouse, Indianapolis, IN

The Red Schoolhouse design brings "classical education," time tested and proven in certain existing older school designs, to the classroom for all children. With a strong emphasis on the use of technology, students will master the five core subjects and will commit to an Individual Education Contract, bringing personal accountability to this "old fashioned" idea about schooling. Principals assume the role of CEO, and schools will have a differentiated instructional staff — including master teachers, associate teachers, advisors, aides and volunteers. Within each level of school, students will be grouped in multi-age, multi-year "homerooms" where students have teacher/advisors. The school will organize the curriculum around a new unit of measure to gauge mastery and will assess student progress at three transitional or "watershed" levels — primary, middle and upper. Former Secretary of Education William Bennett leads the design team, which includes officials from the Hudson Institute. Implementation sites are planned in several locations in Indiana and in Charlotte, North Carolina. [Contact: Leslie Lenkowsky; Hudson Institute; Herman Kahn Center; P.O. Box 26919; Indianapolis, IN 46226]

The National Education Goals

By the year 2000:

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. American students will leave grades four, eight and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning and productive employment in our modern economy.
4. U.S. students will be first in the world in science and mathematics achievement.
5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

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AMERICA 2000

NUMBER 33, WEEK OF JULY 27, 1992 U.S. DEPARTMENT OF EDUCATION

DENVER REGIONAL WORKSHOP

MEETING THE AMERICA 2000 FOUR-PART CHALLENGE

More than 180 people representing 19 states and American Samoa participated in the first AMERICA 2000 Regional Leadership Workshop held in Denver, June 29-30, and sponsored by the U.S. Chamber of Commerce and the U.S. Department of Education.

During the conference, representatives from three communities and a state board of education official discussed their community's experiences in meeting the AMERICA 2000 four-part challenge: 1) to adopt the six National Education Goals; 2) develop a community-wide strategy to meet them: 3) design a report card to measure progress; and 4) plan for and support a New American School.

Following are excerpts from the discussion:

1 *ADOPTING THE GOALS — MURRAY, UTAH*

Ron Stephens, superintendent, Murray Public Schools, MURRAY 2000: Our start [with AMERICA 2000] was to show the AMERICA 2000 video [from the U.S. Department of Education] at an open local school board meeting. Our board of education got excited about the concept. We ended up with an excellent article in the local newspaper and that...got us started.

The board directed us to appoint a steering committee....Our committee met....We decided that the next step would be to see if we could invite an expert from Denver to come over and present to us some of the ideas about AMERICA 2000....We also decided that in our invitations we'd try to invite as broad a base as we could from Murray....Don't leave any groups out....In Utah,

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2 *DEVELOPING THE COMMUNITY-WIDE STRATEGY — GRAND JUNCTION, COLORADO*

Cathie Zarlingo, parent and small business owner, GRAND VALLEY VISION 2000 (formerly GRAND JUNCTION 2000): In 1989, our businesses — through the Chamber — and our education community formed a partnership which really helped our 2000 initiative, because the ground work had been laid....When we were called to action for COLORADO 2000 by the Governor [Roy Romer (D)] that business-ed partnership...chose to [bring in] the other components of the community...the religious leaders, the minority representation, and certainly the parents, and all other factions in the community that needed to buy into this movement if it was going to be successful.

So with that, our steering committee pulled together...12 people...and we all sat down and came up with a list of names of people specifically geared toward each of the six Goals. And we ended up with 350 people at the first teleconference at the kickoff a year ago. Since that time it has really been a whirlwind of events. It's not been easy. It's been controversial at times. It's been emotionally taxing on everyone, but I will say to you that one of the most important components of your strategies for

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3 *CREATING A COMMUNITY REPORT CARD TO MEASURE PROGRESS — OMAHA, NEBRASKA*

Connie Spellman, vice president, education, Greater Omaha Chamber of Commerce, OMAHA 2000, Nebraska: "We do not have a community report card yet....We have a process and we have some expectations of what that community report card will do....We have divided our task force into subcommittees...[including] a report card committee.

We have some very specific expectations of what we want this community report card to do and to be like. First of all, it is a community report card. We are going to measure the progress of all major sectors of the Omaha community and how they are addressing the National Education Goals. We will be measuring the progress of education, the progress of how business is moving those goals forward, how parents are moving those goals forward, as well as the civic sector—social agencies, religious, higher education....Secondly, the report card will be issued once a year. We feel it is important to establish a benchmark and then each year to come back and say where we are in relation to that goal...It will be distributed through the *Omaha World*

continued on page 4

4 *PLANNING FOR A NEW AMERICAN SCHOOL — COLORADO*

Edward Lyell, Colorado State Board of Education: ...On one hand, you want to say, the system has to be so dramatically different, that even as you say how dramatically different it is, you are either directly or indirectly saying that what we're doing now is something like a failure....If you don't first acknowledge that you have a problem, then you're like the alcoholic who doesn't acknowledge the problem and then starts solving it....If you've got that major of a problem, then you're going to need a major solution....

We had a major meeting last December....I thought that some of the questions [and topics] we have been discussing would help to imagine a wider range of organizational and management alternatives [in designing New American Schools]:

- **Educational Delivery Systems** [e.g., role of textbooks, learning networks, video and other technology, physical

continued on page 4

Denver Keynoter John Gottschalk

AMERICA 2000 is Education's

According to Omaha newspaper publisher and community leader John Gottschalk, AMERICA 2000 is critical to the nation because it focuses on "that other "R" — the community's responsibility for fixing our nation's failing K-12 education system. Gottschalk, publisher of the Omaha World Herald *and chairman of OMAHA 2000, served as keynote speaker for the first AMERICA 2000 Regional Leadership Workshop in Denver, June 30. Following are excerpts from Gottschalk's remarks:*

...A recent TIME cover story entitled, "A Nation of Finger Pointers" summarized growing evidence that the United States has become a nation of busybodies and crybabies. The essay asserted that these twin malformations are cropping up in the American character: 1) a nasty intolerance...and 2) a desire to blame everyone else for everything....

The other "R" word, responsibility, has dropped from the policy dialogue in America. A society can't operate if everyone has rights and no one has responsibilities.

This brings me to AMERICA 2000....[E]very child in America has the right to an education....However, the responsibility for seeing this objective accomplished has gradually shifted from a consortium of family and school, to a point where many have abandoned the task of education to school alone.

The crybabies howl about victimization. The busybodies flitter about spewing sound-bites. Ignore them. It falls to the community leaders, to keep the focus on that other "R"...the responsibility for fixing our nation's failing K-12 education system....It cannot be done in your state capital. It is going to be done city by city...on our hands and knees...perspiring....

Problems Facing U.S. Education

...American industry is losing confidence in our domestic supply of knowledge resources — that is, a well-educated labor force or an adequate supply of scientists, engineers, and other professionals. There is increasing concern that the staggering problems facing K-12 education can simply not be overcome on a time scale necessary to preserve our economic strength....

- ***No National Progress Despite Record Spending.*** The U.S. today spends more on education than any nation on earth, $413.8 billion ($248.6 going to public primary and secondary education)...more than for any public service, including national defense...a higher percentage of our Gross National Product (7.5 percent) than any other industrial country. (Israel 10.2 percent). Yet, functional illiteracy in this nation currently runs between 20 and 30 percent, compared to a high of 5 percent in other more industrialized nations.
- ***Public School SAT Scores Down.*** Latest federal figures indicate an average per-pupil cost of just under $6,000, up nearly $3,000 in the last ten years. For this increased spending, the national verbal SAT score has fallen to an all-time low....18 points below 1967 levels. At the same time, private religious schools recorded a combined math and verbal score 13 points above the national average. Independent private schools registered a combined score 100 points above the national average. Is there any wonder some parents want school choice and vouchers?
- ***No Connection Between High/Low State Spending.*** In state after state, increased spending has generally paralleled decreased achievement. Utah spent $2,629 per student in its schools last year, but it achieved the highest SAT scores in the nation: 1031. Washington, D.C....spent $7,550 per student and achieved the second lowest SAT score in the nation: 880. We spend 33 percent more per pupil in 1991 than we did in 1981 — 33 percent more in real, constant dollars — and nobody would say we've seen a 33 percent improvement in performance. More money is not the answer.
- ***High School Dropout Rate Too High.*** Fully 25 percent of Americans now fail to complete high school. Each year some 700,000 students drop out of high school and 700,000 more graduate with insufficient skills....
- ***Too Much TV, Not Enough Study.*** A recent *Parade* survey of 25,000 eighth graders indicated they spend each week: 21.7 hours watching TV; 5.6 hours of homework; and only 1.8 hours in outside study or reading.
- ***Seniors Lack the Basics.*** Only one in five high school seniors can write an adequate letter. Only one in ten high school seniors can take a group of six fractions and put them in order of size. And only five percent (1 in 20) of high school graduates today enter college ready for college level mathematics and science courses.

> *"It falls to the community leaders, to keep the focus on that other "R"...the responsibility for fixing our nation's failing K-12 education system....It cannot be done in your state capital. It is going to be done city by city...on our hands and knees...perspiring...."*

- ***Most College Freshmen Don't Finish.*** Well over half of freshmen who enter four-year colleges do not complete a bachelor's degree.
- ***U.S. Bottoms Out in Math/Science.*** In a recent international science achievement survey, our best biology students (AP course) placed dead last when compared to students of 15 other nations. Overall in math and science, American elementary and secondary students performed below their counterparts in Japan, China, Mexico, Canada and Thailand.
- ***High School Science Curricula Lacking.*** Thirty percent of our high schools offer no courses in physics; 17 percent offer none in chemistry; and a shocking 70 percent offer none in earth or space science.
- ***Teachers Aren't Prepared to Teach.*** The National Council of Teachers of Mathematics reported only 18 percent of elementary school teachers are adequately prepared to teach arithmetic. For middle school teachers the number is even worse — 14 percent. In science fully two-thirds of our elementary school teachers do not meet minimum course work preparations standards — and yet every day, they are asked to prepare America's children for life in the most technologically complex society the world has ever known.
- ***Parents' Knowledge Lacking.*** And let's not leave out parents...adults. How can we expect our population to

Fourth "R" — Responsibility

understand the intricacies of the debate on global climate change, or support needed research on such matters as fusion energy, when half the adults in one recent survey didn't know that it took the earth a year to revolve around the sun?

▲ ***U.S. Lagging in Competitiveness.*** Is it surprising that the World Competitiveness Report [recently] issued...dropped the U.S. to fifth place behind Japan, Germany, Switzerland and Denmark? ...Did you not grieve to read that the U.S. education system was 21st overall, trailed only by Greece among the industrialized nations, in its ability to meet the needs of a competitive economy?

The U.S. An Economic Backwater Next Century?

We are approaching a century in which we will cease to have any true majority population....In addition, we struggle with the deterioration of our social fabric. Roughly one-half of the students enrolled in K-12 education come from what we used to call "broken homes"....To this we must add the full range of other social ills....Of the class of 2004 which started kindergarten last fall, 25 percent were living below the poverty level, 15 percent had physical or mental handicaps, 15 percent were born to teenage mothers, and 10 percent had illiterate parents.

How can we deal with all these problems when our education system remains virtually the same as it was a century ago? One teacher. One classroom. 20 students. Nine months per year, minus holidays.

Will we emerge from this decade as a world economic leader once again, with a strong, prosperous, albeit new economy producing jobs and improving our quality of life? Or, will we fail to make the necessary investments and sacrifices today and thus become an economic backwater in the century ahead. It is clear that we face a watershed.

The dominant issue of the 90's will be the development of our people and the education of our youth. I believe this decade will cast America's die for world leadership for the next *three* generations. That is what is in your hands today. There is no sense spending more time on the question of how far we have fallen. Rather, it is time to begin to determine how high we can bounce.

> *There is no recipe book for success in AMERICA 2000. Every community must find its own way. Some things may work in more than one city, but do not hold your breath for someone to solve your community's problem. There is no magic pill....*

One of the great curses of the American experience has been our preference for "quick fixes," simple solutions to complex problems. Your patience...and your persistence will be challenged in this great AMERICA 2000 process. There will be no quick fixes.

OMAHA 2000: A Catalyst for Consensus

OMAHA 2000, like your own community's effort, was established to become the catalyst for finding a consensus and then facilitating the changes necessary to reach the objectives agreed to by your local citizens. Our focus is not upon how we compare to others. It is singularly upon how we are meeting our own standards, right there in the greater Omaha area.

We will issue our first baseline report card this fall.... Our basic assumptions and guiding principles are:

a) *OMAHA 2000 is a non-partisan program.*
b) *OMAHA 2000 addresses innovative education reform with a focus on producing results...let more repeat, with a focus on producing RESULTS.*
c) *OMAHA 2000 involves community-wide perspectives, participation and support.*
d) *OMAHA 2000 serves a catalyst role, sparking change, not merely meeting needs. In other words, we must find different, more effective ways, not just throw more money at our problems. And lastly,*
e) *OMAHA 2000 is committed for the long term. We are not interested in writing a report. We are interested in change and results.*

Today, we each begin this quest with a very fundamental premise: That all children can learn more than our schools — and most parents — currently expect of them. Then we must develop and implement a challenging, coherent, and concrete set of academic standards, empower local schools to meet these standards, and hold the schools accountable for the achievements of their students.

This is not a task for our educators alone. It is every citizen's responsibility and it is one to which I am fully committed.

There is no recipe book for success in AMERICA 2000. Every community must find its own way. Some things may work in more than one city, but do not hold your breath for someone to solve your community's problem. There is no magic pill....

Our OMAHA 2000 process has included a rural retreat for our steering committee to begin establishing our goals; the inclusion of three Class of 2000 youngsters on our committee to remind us every meeting why we are there; a major kickoff when six Cabinet members came to Omaha to announce AMERICA 2000 designation for Omaha; compilation of a huge database of all educational efforts in our community including how each measures success; extensive task force meetings and volunteer recruitment; dozens and dozens of speeches by our chairman to enlist community support; a big community kickoff event with over 800 attending to hear our goals and plans followed by over 20 goal-oriented public hearings; and a special business initiative with a custom report card to let business gauge how it is doing.

With nearly nine months of experience we have some things behind us but way more lies ahead. If we can assist you, we will. And I must add thanks to those who have helped us. Although we each have our own special problems to deal with, we will benefit from collaboration....These are simple words from Helen Keller, but they fit this important day....

I am only one;
but still I am one.
I cannot do everything,
but still I can do something.
I will not refuse
to do the something I can.

Thank you and God bless your great work.

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AMERICA 2000

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FIRST CLASS

Four-Part Challenge, *continued*

1 ADOPTING THE GOALS continued

there are a lot of Mormons...and we even had a granddad there who said that they were going to adopt the goals at their next family home evening....We had scout groups and little league groups....Our power company signed on....They're now helping us with education for energy conservation in our schools.....Our first meeting had 70...and they came from a real cross section....

Our Chamber of Commerce helped us sponsor the next meeting....We decided that the next step would be to...come up with a nice poster that we could get all around the community. You can find these now in private schools and church lobbies and the various clubs and businesses, and we listed the sponsors down at the bottom....Our plan is to update it periodically so that as additional groups sign on we can give them credit....In our community, we have about 65 groups that have signed on....It's a very positive experience.

2 DEVELOPING THE COMMUNITY-WIDE STRATEGY continued

AMERICA 2000 is to have a strong and committed steering committee....You need to communicate that long-term commitment....

The next component ...is the assessment, and that's what we've been doing for the last nine months. Assessment is very emotionally draining...it gives you a snapshot of your community that may not be very pleasant for a lot of people. We looked at assessment...in various ways....First, we had a planning session [to] set forth a vision of our community in the year 2000 and beyond....We all realized...that education was the key factor....

The second thing that we've gone through recently is strategic planning...and that, again, is very controversial, very hard on everyone....Strategic planning... ties down people's perceptions of what you want to have happen with education to the community....We're in the final phase, and where we will go with that will be the school board adopting some of the action plans....

The last component that you need to consider is the momentum. And the momentum is that you keep infusing people into the movement....That requires asking each and every person in the community what he or she can do and be comfortable with....My hope is that they [the members of the steering committee] are involving students in the Goal Team action plans. Don't leave your students out because they are the ones who are going to be affected....

3 CREATING A COMMUNITY REPORT CARD TO MEASURE PROGRESS continued

Herald, and not just to its subscribers; it has a Wednesday section that goes to the entire Omaha community area....The report card will be results-oriented...It will help show the community: "Did we do what we say we would do? And secondly, how are we actually doing?"...The report card will be simple in design. There may be maybe 4, 5, 6, or 7 indicators for each major community sector....We want this simple. We want this understandable....We want to show the community where we're going to be in the year 2000....

How are we going to begin to create this? First of all...we had a planning retreat....We did a lot of research, both nationally and locally, on what data is already there. There is a great deal of data already available—the Census, the Department of Education, the Commissioner's Office,...the Department of Labor....We created a survey....We sent surveys to the business, education, and civic sectors....In the Fall, we're going to go back and survey students—4th, 8th, and 12th grade....

4 PLANNING FOR A NEW AMERICAN SCHOOL continued

learning environments, funding, class/grade structure, reorganization of early childhood development and early intervention, health, language development, student information system development]

- **Teacher Preparation and Training**
- **Psychological and Content Assessment**
- **Expanding the Role of Non-School-Based Organizations in the Formal Learning System** [e.g., new roles for existing community-based organizations — youth organizations, churches, etc.; business and government organization changes to become more of a learning community; employers' responsibilities and activities in a lifelong learning community]
- **System Assessment, Organization, Funding, Governing** [e.g., local/state roles]

Mark Your Calendar....

Next Satellite Town Meeting— Sept. 1. New Coordinates!

C-Band: Galaxy 6; Transponder 11, Channel 11; Horizontal polarization; Downlink frequency, 3920 Mhz; Audio subcarrier: 6.2 and 6.8.

Ku-band: SBS-6; Transponder 12; Vertical polarization; Downlink frequency, 11994.5 Mhz; Audio subcarrier: 6.2 and 6.8.

Regional Leadership Workshops :
***Sept.15-16** — San Francisco*
***Sept. 29-30** — Boston*

GOVERNOR KEYNOTES ATLANTA WORKSHOP

Governor Zell Miller (D) reports that Georgia has more than 50 communities in various stages of forming local 2000 partnerships to move toward the six National Education Goals. Miller spoke at the opening session of the AMERICA 2000 Regional Workshop in Atlanta, July 20-21.

"Children are educated in schools and communities, not in bureaucracies," said Gov. Miller. "Their parents, their teachers, their neighbors — they all have a more profound impact on a child's development than their governor."

The governor highlighted the state's Family Connection program. "It is a partnership that we started with a $5 million grant from the Woodruff Foundation," said Gov. Miller. "We have 15 pilot sites around the state, and another 13 pilots are gearing up. In each one, teams with members as diverse as school teachers and juvenile judges are addressing all the needs of kids who have difficulty learning."

According to Miller, Georgia business leaders have "answered the call." Our business community formed the Partnership for Excellence in Education, which has made an impressive commitment of money and manpower to help Georgia kids."

Among others who spoke at the two-day meeting: John Clendenin, chairman and CEO, BellSouth Corporation and former chairman, U.S. Chamber of Commerce; Jeannie Baliles, former first lady of Virginia and chairperson, Virginia Literacy Foundation; John Murphy, superintendent, Charlotte/Mecklenburg Schools (NC); and Gerald Bartels, president, Metropolitan Atlanta Chamber of Commerce.

Nearly 300 leaders from 19 states attended the two-day workshop, which included sessions on communicating the AMERICA 2000 message, parental choice, standards and testing, and meeting the AMERICA 2000 four-part challenge.

AMERICA 2000

NUMBER 32, WEEK OF AUGUST 10, 1992 — U.S. DEPARTMENT OF EDUCATION

Third Satellite Town Meeting

Collaboration Key to Successful School Readiness Programs

Collaboration early-on between government, business, civic groups, educators, and parents is critical for communities in setting up local school readiness programs, according to featured guests during the third AMERICA 2000 Satellite Town Meeting, July 28.

Lauri Winterfeldt-Shanks,director of a successful early childhood program in Moorhead, Minnesota, joined Superintendent Don Griffith of Decatur, Georgia, Jule Sugarman, first director of the Head Start program, and Education Secretary Lamar Alexander in discussing community-based efforts to reach Goal 1: "By the year 2000, all children in America will start school ready to learn." Nearly 500 communities and local chambers of commerce arranged "downlinks" to join the meeting, sponsored by the U.S. Chamber of Commerce and the U.S. Department of Education.

Moorhead Targets All Families — Winterfeldt-Shanks

"We work closely with the Health Department," said Lauri Winterfeldt-Shanks, director of Moorhead's Early Childhood Family Education program. She noted that the program recognizes that parents are the first and most influential teachers "so we work very hard with them" in the home — if the parents choose. "[The Early Childhood Family Education program] is a non-targeted program, so we have parents from all socioeconomic statuses coming together." Winterfeldt-Shanks said that the program started "with existing community education funds" before the Minnesota State Legislature funded it. For the town's most disadvantaged families, the program has a special component which includes frequent home visits, developmental programs and referrals to services such as job counseling or drug treatment for adults.

See Satellite, page 4

NASDC DISCUSSES DESIGN TEAMS

During the third Satellite Town Meeting, Reid Rundell, vice president of operations, the New American Schools Development Corporation (NASDC), discussed the selection of the 11 design teams charged with creating break-the-mold New American Schools:

"We picked 11 [proposals] because the Board of Directors told us to pick the best of the best. We went through a very elaborate, very rigorous process.... We had many people involved...three reader conferences around the country...180 readers...from among 500 people. We had...education people with business background...business people with an education background....Then through our Educational Advisory Panel,...plus our staff, plus the Rand Corporation, we brought them down, and presented a slate to the Board of Directors and...made the final choice of the 11....We're a private, non-profit, tax-exempt corporation, funded by business, foundations, and individuals....We have about $50 million now; we are looking for $200 million....that is our vision....Now we are in the process of negotiating with the design teams and we will have product to show....We would like you to use our office initially to be the local point of communities and people that are interested. [Our phone number is] (703) 908-9500. By [September 1] many teams will have set up a single contact person for each of their designs."

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AMERICA 2000 Satellite Town Meeting

Communities Talk Goal 1:

Education Secretary Lamar Alexander quoted First Lady Barbara Bush in reminding participants that the job of getting a child ready for school really begins with parents and families: "Parents are the child's first teachers, and the home is the child's first school." Secretary Alexander made these observations during discussions about school readiness during the third Satellite Town Meeting, July 28. Following are excerpts from the phone-in segment of the meeting:

Dickinson Asks About Pre-School Curriculum

Verona Lechler, Dickinson, North Dakota, asked about a pre-school parenting education curriculum. According to federal program expert Jule Sugarman: "the University of Wisconsin has that kind of parent education program." Moorhead (MN) early education director Lauri Winterfeldt-Shanks added: "I would also encourage...you...to not use a pre-packaged program because oftentimes parents have really individual needs...you need to be drawing from a wide variety of resources...." [Editor's Note: For information on parenting programs, call 1-800-USA-LEARN.]

Rapid City Focuses on Readiness

Nancy Gowan, Rapid City, South Dakota, talked about its use of the State Child Care and Development Block Grant. "Educators from each participating agency are working together to develop readiness goals and developmentally appropriate curriculum in five component areas: social, emotional, cognitive, language, physical.... This program will be delivered to the children where they are cared for — in the family day care homes and in the child care centers and the parent education component in their own home...."[Editor's Note: For more information, contact: Nancy Gowan, Technology in Education, One Concourse Dr., Rapid City, SD 57701; 605-394-1876.]

Jule Sugarman mentioned Bobby Brown, South Dakota's early childhood coordinator, "...who is doing a lot to bring child care and educational programs together....There is an Early Childhood Coordinator in every state.... Call your governor's office and ask who is running the early childhood block grant.... Typically, you'll find that person in the human services or social services department."

What Is School Readiness?

According to the National Education Goals Panel, there are at least five ways to look at school readiness. A child is ready for school when he or she is:

1. Healthy, well-fed and rested;
2. Able to play and work with other children;
3. Able to express thoughts and feelings;
4. Curious and eager to learn; and
5. Aware of basics, such as colors, shapes and numbers.

Schenectady Asks About Breakfast Programs

Nancy Delprado, Schenectady, New York, asked about expanding a successful school breakfast program to a second elementary school when additional federal seed money is not available. Decatur Superintendent Don Griffith responded: "We have a breakfast program in each of our elementary schools....We pay for it partly through federal funds, through state funds, and we pay for it also through the amount of money the children pay for their lunch." [For more information, contact: 1-800-USA-LEARN.]

Middletown Asks About Help for Welfare Families

Margaret Edwards, Middletown, Ohio, asked about federal resources to help families in poverty obtain child care so they can enter the workplace. Jule Sugarman replied: "In 1990, there were several significant pieces of new legislation....the Child Care and Development Block Grant...available basically to help parents choose the type of care that they would like, but there is about 25 percent available for innovative programs as well....A new program, Transition Child Care...is for families who have...left welfare, but still need help with their day care costs....Finally, there is a new federal program called At Risk Child Care...for families who have not been on welfare but, in the absence of help, might need to go on welfare. You can find information about that from your State Human Services or Social Services Departments.

Riverside Asks About Tying Private Funds to Grants

Diane Bryant, Riverside, California, asked for more information about how Decatur incorporated private sector support into government-funded programs. Don Griffith said: "Atlanta United Way became very interested in the concept of a school as a nucleus and of the agencies around the school participating....[United Way] provided us with some support for providing RFPs for the various agencies they would fund and then promised us some $100,000 per year over a three-year period of time ...."

Berkeley Talks Project MOVE

Mary Jo Brown, Berkeley County, West Virginia, discussed Project MOVE (More Opportunities Via Education), a local program that involves 3- 5-year old children and their parents. "While the children are involved in pre-school training and motor skills development, the parents are involved in parenting skills and preparing for their GED and also entering the job force," said Brown. "Last year we had several of our parents graduate...and move into the work force as well as children...better able to enter the kindergarten...." Brown asked about ways to increase grant monies to see the program grow. Don Edwards responded: "Collaboration. ...[G]et the Health Department, Department of Human Services, Department of Family and Children Services, the court system, your churches and others involved.... Secretary Alexander added: "I can mention one...the federal Even Start program....which works with both parents and children..." [Editor's Note: For more information on Even Start, call 1-800-USA-LEARN.]

Jersey City Asks About Motivational Learning Tools

Bret Schundler, Jersey City, New Jersey, discussed a local program which pays young children $2 for every book they read over the summer. Schundler asked for examples of other motivational tools to help children master the fundamentals. Secretary Alexander responded: "One example... is [the Earning by Learning Program] in Georgia, outside of Atlanta. Congressman Gingrich told me about it. It has been going on for several years, and it is now being piloted at different places across the country. The teachers and the students who are involved in it think very highly of it. My own impression is that anything reasonable that encourages a child to learn to read is probably a good idea." [Contact: Dr. Mel Steely; Carroll County Courthouse, Rm. 301; Carrollton, GA 30117; 404-834-6398.]

Indio Asks About Corporate Support for Child Care

Doris Mechanik, Indio California, asked about the role of

School Readiness

corporations in child care to assist families of working parents. Sugarman responded: "...[J]ust in the last few months IBM, AT&T and about nine or ten major corporations have announced a joint venture in child care. They haven't really settled how they're going to do it or what they're going to do yet...." Winterfeldt-Shanks added: "Stride-Rite is another company that has a fairly good record in child care....[W]e have a local bookstore that gives us discounts on books and provides teachers to talk to parents about reading to their children. Those are the kinds of things that businesses can tap into easily." Don Griffith said, "Schools can do this also. We have a child development center at our high school to provide child care...for the students. It has helped...with the female dropout rate, and we also provide the same kind of child care for the faculty and staff."

"The most under-utilized buildings in America are our school buildings," said Secretary Alexander. "They can be opened for a variety of educational and caring purposes virtually all the time....It's particularly important when we consider that often the first obstacle to a child care center is the cost of the facility...." Jule Sugarman noted: "In Portland, Oregon...26 schools were remodeled, and everyone of them had a classroom devoted to childcare. The schools don't intend to operate them but they...[will] bring some private, not-for-profit group in to do it."

Richmond Targets the Whole Family

Ernestine Scott, Richmond, Virginia, talked about the local Family Resource Program at the Sacred Heart Center, which provides pre-school education to inner-city Richmond children and, at the same time, helps their parents with literacy and parenting skills. "This program is basically [led] by the Junior League of Richmond....We decided that to fund...a family literacy education program for parents and children in very needy neighborhoods, [we] could not do this alone. Although we had committed the dollars to the program, we wanted to see the program become an integral part of the community....We had a number of collaborators — the Kiwanis Club, the Rotary. We had several community agencies involved as well. [Contact: Ernestine Scott; Office of Adult Education; P.O. Box 6Q; Richmond, VA 23216; 804-225-2075.]

Jacksonville Asks About Targeting Resources

Lonnie Johns from Jacksonville, Illinois, asked about how to direct services to young children most in need and how to get parents who have failed in school to view school as a friend not as an enemy. Winterfeldt-Shanks replied: "[W]e've had a great deal of success...going into the homes of parents. That's their turf...[W]hen we go in there, we're their guest...They feel very comfortable in that environment....It's voluntary." Don Griffith added: "In our Family Connection...we got parents actually involved in [a survey] going door-to-door, and we used some... money as a stipend...They came up with a group of priorities....At a large town meeting, all of the parents got together and re-prioritized those.... and came to their conclusion about what was most important. Those parents had ownership in what we did. They participate on an advisory committee; they are a part of what we do....[A]n interesting side ...one of the things we had taken out [of the budget] was child care because [of] the expense...and getting a center was unreasonable compared to the community's income. The parents put it back in, then we all began working...[to] actually implement what they felt we needed...." [Contact: Office of Superintendent Don Griffith; 320 N. McDonough St; Decatur, GA 30030; 404-370-4410.]

Fayetteville Talks About Federal Training Funds

Bertha Miller, Fayetteville, North Carolina, asked whether more federal monies will be provided for training parents as their child's teacher. Jule Sugarman responded: "[In] most of the federal programs you can incorporate parent education.... Head Start, for example, has a parent education component ...Some of the child care legislation, particularly the block grant, has money... for parent education,....Public health nurses are wonderful people to go out into the community. They have an entry that often social workers simply don't have...."

Secretary Alexander added: "As I visit schools, I see schools open in the evening for parents. I think of the Balderas School in Fresno....The teachers voted to use the money [set aside]...for teacher aides to extend the school day. Then they also opened the school at night for parents, helping them learn what the children are learning. In that way, they are...using creativity and imagination and scraping up dollars all over town to make it work...The idea of the AMERICA 2000 Community is if the whole community is involved...[when] the question comes up about voting more dollars for schools, or raising more money for a school, or charging those parents who can afford it... then it makes a strong case."

What Parents Can Do.....

As their child's first teacher, parents should:

- Obtain prenatal care.
- Have a pediatrician for the baby from day one.
- Read with the child at least 15 minutes a day. And listen.
- Visit the library, museums.
- Limit and monitor TV watching.

Rogers Asks About Parenting

Joline Highfill, Rogers, Arkansas, asked if there is any way to stress parenting and child development skills with the same emphasis as math, science and reading. Jule Sugarman replied: "In our child development center, we require the mothers of the children to be enrolled in a course that is all a part of the child development program. The earlier that we can get those parents involved — male and female — the better chance they have of having their children in the program...."

Winterfeldt-Shanks added: "One of the concerns I have, if we mandate parent education as part of a secondary school curriculum...I don't think a lot of high school children really think they'll ever become parents. It's like Algebra. If you think you're never going to use it, you probably aren't real motivated to learn. It's almost easier to teach it when they do have children...they really see the need. Sugarman said: "The things that I have seen...most successful have involved high school students working with younger children in day care centers, in Head Start and elsewhere, where it is a real life situation, not some artificial course."

Casper Praises Child Care Association

Ginny Harmelink, Casper, Wyoming, noted that the Association of Family Day Care offers a nationally recognized accredited program. Griffith said: "The National Family Child Care Association is an important organization, and they have developed a number of very useful documents, which I think can be used in training....I certainly would recommend to all of you that you be in touch with them and find out what they are doing. [Contact: National Association for Family Day Care; 725 15th St., NW,

See AMERICA 2000, page 4

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AMERICA 2000

Issue No. 34

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FIRST CLASS

NEWS IN BRIEF...

ALEC Endorses Children's G.I. Bill

The American Legislative Exchange Council's (ALEC) Education Task Force last week endorsed the Bush Administration's "State and Local G.I. Bill for Children," which authorizes $500 million in new federal (FY93) funds to provide $1,000 scholarships to middle- and low-income families to choose among all schools for their children. ALEC is the largest bipartisan voluntary membership organization of state legislators in the U.S.

Goals Panel Takes Action

On July 31, the National Education Goals Panel released a handbook to help communities assess where they stand with regard to achieving the National Education Goals and what needs to be accomplished by the year 2000. [For more information about the handbook, contact: National Education Goals Panel; 1850 M Street; Suite 270; Washington, DC 20036; (202) 632-0952.]

Nebraska Gov. Ben Nelson (D) was named chairman of the panel, succeeding South Carolina Gov. Carroll Campbell (R) whose term ended.

Grant Announced to Develop Geography Standards

The Department and the National Endowment for the Humanities have announced a $350,000 grant to the National Council for Geographic Education to create voluntary World Class Standards for geography education in grades K-12. The grant will support the first year of what is expected to be a two-year effort.

Satellite, continued

Decatur's Collaboration Raised $1 Million for Education—Griffith

Superintendent Don Griffith said Decatur started about five years ago with one school in collaborating community services. "We used that school and the children...as a place for the various agencies already in existence in the community to rally around and provide support," said Griffith. "It mushroomed." He said there is now a networking committee of more than 30 agencies and organizations, including United Way and several corporations, which have committed funds to Decatur schools. "As a result...the additional resources have come out to about $1 million per year over the last three years," said Griffith.

Early Collaboration Is Essential — Sugarman

Head Start founder Jule Sugarman observed that early collaboration is important for communities in starting school readiness programs. "The notion of having the Head Start people and the elementary school people and the people who provide child care and the health services and parent support groups talking to one another [is essential]," said Sugarman, who currently directs the Center on Effective Services for Children.

Sugarman discussed the Washington D.C.-based Center, which consults with federal, state, local and community organizations on coordinating services for families and children. "We have 16 communities, for example, now that have local design teams...to sort out what program is right for their community," said Sugarman.

Secretary Alexander observed that there are about 27 federal programs aimed at very young children. "One of the first and most promising things a community could do is just round all those programs up," said the Secretary. According to Sugarman, one such program, which is actually under-utilized at the local level, is the Early and Periodic Screening Detection program — a health care program for lower income children. "Lower income isn't [necessarily] welfare...poverty....Basically, you can make sure that every child who needs health care will get care under that program."

America 2000, continued

Suite 505; Washington, DC 20005; 202-347-3356.]

Tucson Asks About Coordination

Dorothy Finley, Tucson, Arizona, asked how to better coordinate health and family services with pre-school education. Secretary Alexander noted that, "From the Washington point of view, the Secretary of Health and Human Services has some flexibility in terms of allowing you to combine programs and use programs in a different way. A good deal of the money, including the Head Start program, comes through there....In the Department of Education ...we don't have as much flexibility, and we are trying to get more from Congress.

Sugarman said: "[Four or five people to get together might be] your local health department with the person from the maternal and child health section of that; the person who handles immunizations in the local public health department; the school principal at a particular school; the department of social services or human services; somebody in child protective or child welfare services....Then I would bring in the Academy of Pediatrics ....the American Medical Association, if they ...[are] in your community....."

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Boston Workshop Scheduled for September 29-30

Agenda Set for San Francisco's Regional Leadership Workshop

Norma Paulus, Oregon state superintendent of education, and Jerry Hume, president and CEO of Basic American Foods Corporation, are among key regional leaders scheduled to speak during the AMERICA 2000 Leadership Workshop, Western Region, in San Francisco, California, September 15-16. Education Secretary Lamar Alexander will serve as the keynote speaker.

The meeting, third in a series of five Leadership Workshops, is designed for local leaders who are interested in starting or further developing an AMERICA 2000 initiative in their communities. Panel and small group discussions are planned for such topics as New American Schools, meeting the AMERICA 2000 four-part community challenge, and local chambers of commerce that are "breaking the mold."

The first two workshops in Denver and Atlanta attracted hundreds of community leaders from across the country. "[The Denver Conference] was one of the best conferences I've ever attended," said Ron Stephens, superintendent, Murray, Utah. "The [Atlanta] workshop gave us a goal to work towards...an opportunity to talk with people in other communities...and some very specific ideas to take back home," said Berniece Collis, Martinsburg-Berkley County (WV) Chamber of Commerce.

In addition to San Francisco, workshops will be held in Boston, MA, September 29-30, and in Dallas, TX, November 19-20. To register for any of the upcoming workshops, call 202-401-0039.

AMERICA 2000

NUMBER 35, WEEK OF AUGUST 24, 1992 U.S. DEPARTMENT OF EDUCATION

Back to School, September 1

Satellite Town Meeting to Focus on Goal 3

National Education Goal 3 — all children proficient in at least English, math, science, history and geography — is the topic of the next AMERICA 2000 Satellite Town Meeting, Tuesday, September 1, at 8:30 p.m., EDT. This special 90-minute show will feature a discussion with New American Schools Development Corporation design team members on breaking the mold to reach Goal 3.

Moderated by Secretary Lamar Alexander, the Goal 3 discussion will feature three guests:

- **Constance Jones**, principal of Three Oaks Elementary School in Fort Myers, FL, will discuss the school's success in implementing a curriculum based on E.D. Hirsch's Core Knowledge Sequence — a rigorous plan of study for all students based on a specific, sequenced body of knowledge. One year later, the school saw significant improvement in grades and standardized test scores, discipline and attendance.
- **John Murphy,** superintendent of Charlotte-Mecklenburg (N.C.) Schools, will discuss efforts to boost student achievement, set student and faculty performance standards, initiate school-based management and establish magnet school networks.
- **Diane Ravitch,** former professor and current assistant secretary for educational research and improvement at the U.S. Department of Education, will discuss her work as principal writer of the California K-12 history-social science curriculum, as well as the development of state curriculum frameworks and national standards in various academic disciplines nationwide.

Guests during the second part of the meeting represent three of the 11 design teams to be funded by the New American Schools Development Corporation (NASDC). The Corporation recently selected the 11 teams from nearly 700 proposals designed to serve as

See Meeting, next page

Wal-Mart Joins AMERICA 2000

Wal-Mart store managers and Sam's Club general managers are bringing together community leaders "to start the discussion of what must be done to achieve the National Education Goals, school by school, and community by community." Wal-Mart and Sam's Club stores are located in more than 2,000 communities across America.

To start, the managers are inviting local education, business and civic leaders to Wal-Mart and Sam's Club stores to participate in the Satellite Town Meeting September 1. All of the stores have satellite downlink capability. The managers will also record the meeting and make videotapes available for those who are unable to attend and to other individuals in their community interested in AMERICA 2000.

"September 1 is not the end of the process," said Rob Walton, chairman of Wal-Mart Stores Inc. "Being a part of this Satellite Town Meeting is not the sole objective. It is the commitment the community makes from now until the year 2000 to achieve the National Education Goals that is important."

Several months ago, Wal-Mart announced that the royalties from the late Sam Walton's new book, Made in America, *will go to the New American Schools Development Corporation to help design and create break-the-mold schools.*

Join the Next Satellite Town Meeting...

The AMERICA 2000 Satellite Town Meeting will take place on Tuesday, September 1, 8:30 p.m., EDT. A test signal will begin at 8 p.m.

Note the new coordinates!

C-Band: Galaxy 6; Transponder 11, Channel 11; Horizontal polarization; Downlink frequency 3920 Mhz; Audio subcarrier: 6.2 and 6.8

Ku-band: SBS-6; Transponder 12; Vertical polarization; Downlink frequency 11994.5 Mhz; Audio subcarrier: 6.2 and 6.8

See Satellite, next page

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Issue No. 38

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FIRST CLASS

NEWS IN BRIEF...

Pennsylvania Breaks the Mold

How would a break-the-mold, New American School look in Pennsylvania? More than 100 state leaders discussed Pennsylvania efforts to reinvent education, community by community, during an AMERICA 2000 conference cosponsored by Pennsylvania State University, the Pennsylvania Schools Boards Association and the U.S. Department of Education.

Held at Penn State, the conference focused on how local communities can meet the AMERICA 2000 four-part challenge, reinventing education, school by school. "The delivery system has to be changed radically," said Superintendent Frederick P. Sample, Bellefonte Area School District. Secretary Lamar Alexander participated in the discussion via satellite teleconference.

New Chamber Publication

Tulsa, Oklahoma's Chamber of Commerce has set up a program to help train students for the metalworking trade. Largo, Florida's Chamber has developed a program to teach 10-year olds about the free enterprise system. These activities are among 60 local chamber education initiatives described in a new U.S. Chamber of Commerce publication, "Education Blueprints — a 1990s Guide for Rebuilding Education and Workforce Quality."

Most of the programs share one thing in common: They can be implemented by any community regardless of budget constraints.

For more information on Education Blueprints, contact Larry Maloney at the Center for Workforce Preparation and Quality Education, 1615 H Street, N.W., Washington, D.C. 20062-20000; (202) 463-5525.

Around the Country...

- MILLCREEK-ERIE 2000. On August 19, Assistant Secretary Don Laidlaw helped the Pennsylvania community launch an AMERICA 2000 initiative. While there he visited Belle Valley Elementary School, a break-the-mold school which uses state of the art technology and involves the whole community.

- Nebraska Kickoffs. North Platt launched an AMERICA 2000 initiative on August 20, and Columbus has scheduled a launch for August 28.

- FORWARD IN THE FIFTH 2000. On August 25, Assistant Secretary Don Laidlaw will help kick off an AMERICA 2000 initiative led by a group from Kentucky's fifth Congressional District. The group has been active in advancing education in 27 counties in the state.

Meeting, continued

blueprints for communities to reinvent their schools to reach the National Education Goals. Participating in the Satellite Town Meeting discussion :

- **Elaine Salinas,** education program officer for the Urban Coalition in St. Paul (MN) will discuss the Community Learning Centers of Minnesota design, which calls for the creation of independent public schools in 10 sites — urban, rural and suburban. The schools will operate by charter or contract from local school boards, thus bypassing many state/local regulations.
- **Len Sirotzki,** project director the Bensenville (IL) Community Design Team, will discuss how the team will turn the entire community (a village of 17,000 located near Chicago) into a campus that will support lifelong learning for all citizens.
- **Marc Tucker,** president of the National Center on Education and the Economy, will discuss his role as director of the new design team, the National Alliance for Restructuring Education, which is based in Rochester, NY. The Alliance plans to use innovative teaching technology and assessment techniques to create more than 240 break-the-mold schools in seven states: Arkansas, California, Kentucky, New York, Pennsylvania, Vermont and Washington.

Satellite, continued

Johnson Controls, Wal-Mart and Sam's Clubs plan to provide local downlink sites to interested communities. Seating is limited. Mind Extension University also plans to air the town meeting (via local cable networks).

***Call 1-800-USA-LEARN** and let us know that your community will be joining the meeting.*

***Can't locate a downlink?** Have technical problems at the last minute which can't be fixed in time for the transmission? Call 719-444-0803 for a live, audio-only feed of the meeting.*

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AMERICA 2000 LIBRARY PARTNERSHIP ANNOUNCED

On September 8, Education Secretary Lamar Alexander announced formation of the AMERICA 2000 Library Partnership, an initiative to promote the role of libraries in helping communities achieve the six National Education Goals.

"More than 1700 communities across the country have become AMERICA 2000 communities," said the Secretary. "As they pursue the National Education Goals, we encourage them to include in their plans an important learning resource available in virtually every neighborhood, and that's the library. Libraries, schools, communities and families need to be working together, to serve children, to achieve the goals, to become the 'nation of students' that President Bush described in his AMERICA 2000 education strategy."

Joining Sec. Alexander at Fairfax County's George Mason Regional Library in Annandale, Virginia, was American Library Association President Marilyn Miller, as well as representatives of the federal partners who have pledged to support the library initiative. The partners include the National Endowment for the Humanities, the Library of Congress, the National Commission on Libraries and Information Sciences and the National Institute for Literacy.

Major components of the initiative include:

- *Working with libraries to provide partners with the Education Department publications including* Helping Your Child Get Ready for School, Helping Your Child Become A Reader, *and* Helping Your Child Use the Library *(the latter is also available in Spanish);*
- *Urging libraries to work with communities to serve the education needs of children and young adults, as well as lifelong learners;*

See **Partnership**, *page 4*

AMERICA 2000

NUMBER 36, WEEK OF SEPTEMBER 7, 1992 U.S. DEPARTMENT OF EDUCATION

Schools Visited During Back-to-School Tour

Alexander Announces New "A+ for Breaking the Mold" Award

On September 1, two North Carolina elementary schools became the nation's first recipients of a new "A+ for Breaking the Mold" award to be given daily by Secretary Lamar Alexander to schools, programs and practices that are using innovative ideas in working toward the six National Education Goals.

"I'm going back to school and taking the nation with me to see that our schools are changing," said Education Secretary Lamar Alexander in announcing the new award's creation. "All over the country, in communities where business as usual just isn't enough, there are break-the-mold schools that are teaching to high standards, cutting through bureaucratic red tape, and providing greater choice of all schools."

Woodhill Elementary School in Gastonia and Lake Wylie School in Charlotte, North Carolina, are among the first innovators to receive the award during early September. [see "The First 'A+ for Breaking the Mold' Award Winners," page 2, for a brief description of the awardees]. Future winners will be announced daily through the end of the year. They will be featured on the AMERICA 2000 Daily Conference Call, the monthly Satellite Town Meeting, and/or highlighted in the AMERICA 2000 newsletter.

"All over the country, in communities where business as usual just isn't enough, there are break-the-mold schools that are teaching to high standards, cutting through bureaucratic red tape, and providing greater choice of all schools."

Daily Conference Call to Feature "A+" Schools

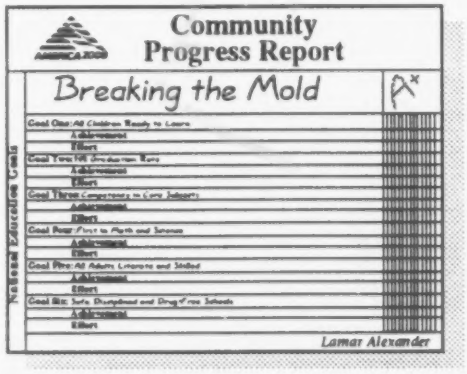
Want to hear more about the new "A+ for Breaking the Mold" winners, toll-free, any time of day? From now through the end of the year, the AMERICA 2000 Daily Conference Call will feature a five minute discussion with the Secretary or a senior Department official and representatives from the "A+" break-the-mold school or program being honored for the day. As a new feature, the AMERICA 2000 Daily Conference Call and its weekly schedule can now be accessed 24-hours a day, toll-free, by calling 1-800-USA-LEARN. To obtain a written transcript of individual Conference Calls, contact Tony Bettos at 202-401-2571.

The First "A+ for Breaking

During the next few weeks, the Secretary plans to visit many of the first "A+ for Breaking the Mold" award winners to stress the importance of such schools in helping the nation reach the six National Education Goals. "Everywhere I travel I see interesting, innovative things happening in schools," said Alexander in announcing his itinerary. "But more people are still skeptical when I tell them that when our fifth graders are seniors, our schools will be so different they will be hard to recognize. There is no better way to prove this to the American people than to show them that it is already happening." Following are brief descriptions of the winners which the Secretary plans to recognize in the next few weeks:

Adults Study While Kids Learn

On September 1, Secretary Alexander gave an "A+" Award to the **Odyssey Project, Woodhill Elementary School, Gastonia, N.C.** One of 11 designs selected by the New American Schools Development Corporation, the Odyssey Project will give adults the opportunity to study for the GEDs while their children are learning. The design also includes parent involvement, an assessment-and-instruction portfolio for every student, a community service requirement (220 hours), cooperative learning, Paideia seminars, and more. Woodhill is one of several Odyssey learning centers to be open 7 a.m. to 7 p.m. year-round. [Contact: Dr. Edwin West, Superintendent, Gaston County Schools; PO Box 1397; Gaston, NC 28053]



The Community Progress Report, on display during 'A+ Award' ceremonies, illustrates in a report card format the progress communities will make, year-by-year, in reaching the National Education Goals.

A Classical, Flexible Education

Also, on September 1, the Secretary honored **Lake Wylie School, Modern Red Schoolhouse, Charlotte, N.C.**, where flexible staffing, multi-age grouping and individual education contracts will enable all students to study a classical core curriculum. Parents will receive a booklet explaining what students are expected to know and do at each grade level, and every course will have a major writing assignment as part of student assessment. Lake Wylie and other schools in the Charlotte-Mecklenburg public schools are test sites for the Modern Red Schoolhouse, one of the 11 design teams selected by the New American Schools Development Corporation. [Contact: Jeff Schiller, Assistant Superintendent of Planning and Research; PO Box 30035; Charlotte, NC 28230]

Private Management for Public Schools

On September 2, the Secretary awarded an "A+" to the **Alliance for Schools That Work, Harlem Park Middle School, Baltimore, Maryland**. Under new management by the Alliance for Schools That Work (a consortium of three companies that will operate a total of nine Baltimore schools), students at Harlem Park will have a personalized education plan, two teachers in every classroom, new computers, and access to other technology. Members of the Minneapolis-based Alliance are: Education Alternatives, Inc. (EAI), which designed the Tesseract model for the schools, the facility management team of Johnson Controls, and the accounting firm of KPMG Peat Marwick. EAI also manages a public school in Miami, Florida, and owns two private Tesseract schools in Minnesota and Arizona. The Baltimore Public School's venture is the first wide-scale effort by a large U.S. city contracting with a private corporation for management of its public schools. [Contact: David Bennett, President, EAI; 1600 W 82nd St., Suite 250; Bloomington, MN 55431]

Innovation in Rural St. Mary's County

Roots & Wings, Bernard Harris Elementary School, Baltimore, Maryland, was also recognized by the Secretary on September 2. One of the designs selected by the New American Schools Development Corporation, the design will transform schools throughout St. Mary's County, Maryland, with ideas that include "neverstreaming," cooperative learning, staff support teams, eight-week assessments, and more. Children acting out a story, a teacher working one-on-one with a struggling young reader, a family support team mapping out a strategy for children with academic and discipline problems are samples of activities planned for the Roots & Wings schools. [Contact: Robert Slavin, CSOC; 3505 N Charles St., Baltimore, MD 21218]

Flexibility in Breaking the Mold

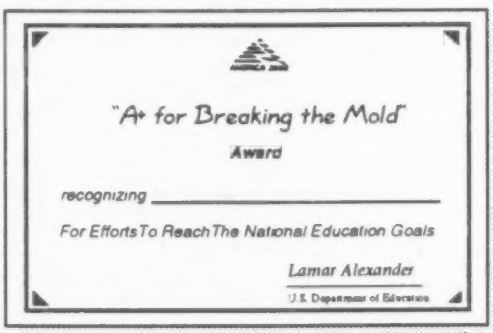
On September 3, Secretary Alexander recognized **Reynoldsburg High School, Reynoldsburg, Ohio**. The school is using the principles of Ted Sizer's Coalition of Essential Schools to create an interdisciplinary program in which four teachers from four different academic areas work together with up to 100 students in four-hour-per-day integrated classes. Reynoldsburg students can also accelerate their studies by "double-blocking" — taking courses traditionally spread over two years (algebra and calculus, for

the Mold" Award Winners

example) in the same year. The high school has also contracted services from a local vocational school to create a world-class industrial arts program. [Contact: Richard Ross, Superintendent, Reynoldsburg City Schools; 6549 East Livingston; Reynoldsburg, OH 43068]

Students Gain Hands-on Experience

On September 4, the Secretary honored **Skyway Elementary School, Miami, Florida**, which began breaking the mold in the mid-1980s, by emphasizing hands-on experiences for students and community involvement in the schools. Programs serve students attending the third through fifth grades ("referred to as Skyway University") and include science and math labs, an alternative program for students with motivational problems, the school-wide use of closed-circuit television to produce a daily news show, community members as role models and business partnerships to provide recreation as well as incentives for good citizens and school success.



Each recipient of the "A+ for Breaking the Mold" Award will receive a certificate and bookmarks for the students.

Skyway recently has used its flexible, innovative management in assisting families made homeless by Hurricane Andrew. Designated as a temporary shelter, the school decided to go beyond providing a place to sleep and arranged for the children to have a place for learning. Even though the official school year had not started, Skyway brought teachers back early to offer some education assistance to the children in the shelter. [Contact: Frederica S. Wilson, Principal, Skyway Elementary School; 4555 NW, 206 Terrace; Miami, FL 33055]

Tapping the Vast Resources of Libraries

On September 8, the Secretary recognized the **Fairfax County School and Public Libraries, Fairfax, Virginia**, where the library systems are breaking the mold by establishing networks for learning using the latest technology — on-line databases, multimedia programs, and satellite and cable systems. Computerized networks are being used to give students access to information from school or public libraries — and eventually from home. [Contact: Dolores Bohen, Assistant Superintendent, Fairfax County Public Schools; 10700 Page Avenue; Fairfax, VA 22030]

World-Class Math Standards in the Classroom

On September, 9, the Secretary gave an "A+" to **Portland Middle School, Portland, Michigan**, where everyone learns algebra. By the end of 10th grade, all students in Portland will have completed a course in geometry through a curriculum approach built around the world-class "math standards" developed by the National Council of Teachers of Mathematics. Local teachers have spent more than three years learning the Portland approach to math, and it has paid off. Last year, even though its district spends less per student than any other in Michigan, Portland Middle School saw its students earn sixth place on the state mathematics achievement test. [Contact: Bill Adams, Principal, or Mary Bouch, Math Project Director, Portland Middle School; 745 Storz Ave.; Portland, MI 48875]

Heartland Design Stresses "5-Cs"

On September 10, **Heartland Education Community, Orrville, Ohio**, received an "A+" award from the Secretary. Tim Smucker took time out from being CEO of the J.M. Smucker Company to develop the Heartland Education Community, a new school design for rural America's 12,000 one-high-school districts. The Heartland design orbits around the "5 Cs" — community, contextual learning, critical thinking, character development, and continuous improvement. Key elements include shifting the responsibility for education to the entire community, and creating a community-wide "school" where education might just as easily take place in the local bank or on a farm as it might in a traditional classrooms. [Contact: Tim Smucker; Heartland Education Community, Inc.; PO Box 280; Orrville, OH 44667]

Keeping At-Risk Students in School

On September 11, **Orr School Network, Chicago, Illinois**, received an "A+" award. Located in an impoverished, gang-plagued, drug-ridden neighborhood of Chicago, the program takes an all-out, comprehensive approach to helping poor, minority youngsters. Among student activities: an alternative afternoon and evening school, mentors for every junior and senior, activities on college campuses, summer employment, individual case management, simulations where students choose jobs and develop budgets, summer workshops where teachers develop hands-on science lessons, students writing their community's history, police and volunteer protection from gangs so that youngsters may travel safely between home and school, and home visits for families of young children. [Contact: Kenneth Van Spankeren, Principal, Rezin Orr Community Academy High School; 730 N Polaski Rd.; Chicago, IL 60624]

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FIRST CLASS

San Francisco Workshop on September 15-16

AGENDA SET FOR BOSTON REGIONAL LEADERSHIP WORKSHOP

National and local community leaders from the Northeast will discuss their experiences in working toward the National Education Goals during the AMERICA 2000 Leadership Workshop in Boston, Massachusetts, September 29-30.

Education Secretary Lamar Alexander will help kick off the two-day meeting by offering remarks at a reception to be held at the Massachusetts State House.

The meeting, fourth in a series of Leadership Workshops, is designed for local leaders who are interested in starting or further developing an AMERICA 2000 initiative in their communities. During six concurrent sessions, panelists and participants will discuss the NASDC design teams, communicating the AMERICA 2000 message, local chambers of commerce that are "breaking the mold," school choice, and a case study for a AMERICA 2000 Community start-up. Work sessions also are planned on how communities can successfully meet the AMERICA 2000 four-part challenge to: 1) adopt the six National Education Goals; 2) develop a community-wide strategy to meeting them; 3) design a report card to measure progress; and 4) plan for and support a New American School.

AMERICA 2000 Leadership Workshops have been held in Denver, Colorado, and Atlanta, Georgia. In addition to the San Francisco and Boston meetings in September, a final conference will be held in Dallas, Texas, on November 19-20. To register for the workshops, call 202-401-0039.

Disability Channel Airs AMERICA 2000 Town Meetings

America's Disability Channel (ADC), a San Antonio-based national cable television network, is cablecasting the AMERICA 2000 Town Meetings to its nearly 15,000 cable television subscribers in 36 states and to more than 6 million satellite receivers in communities throughout the country. ADC is the nation's only television network that features programming by and for people with disabilities.

ADC's broadcast schedule is as follows:

Goal 3 — Thursday, October 1, 9-10:30 a.m., Eastern

Goal 4 — Thursday, November 12, 9-10:30 a.m., Eastern

Goal 5 — Thursday, December 17, 9-10:30 a.m., Eastern

Cable viewers interested in receiving the broadcast can call their local cable company for the channel number carrying ADC/The Silent Network. [For more information, contact ADC; 1777 N.E. Loop 410, Suite 1401, San Antonio, Texas 78217; voice, 512-824-7446; TDD, 512-824-1666; FAX, 512-829-1388]

***Partnership**, continued*

- *Improving and expanding data collection on public library services for children and young people to provide librarians and policymakers with better information for meeting the needs of youth;*
- *Commissioning papers on how libraries can support each of the goals and on how school and public libraries can work together to meet the goals;*
- *Planning a Spring 1993 partnership-sponsored conference for school and public librarians on how to help communities reach the national goals;*
- *Involving librarians in developing SMARTLINE (Source for Materials and Research about Teaching and Learning in Nationwide Education), an Education Department initiative to establish a user-friendly electronic information service to be available in school and public libraries.*

The National Education Goals in Brief...

1. All Children Ready for School
2. 90% Graduation Rate
3. All Children Proficient in At Least English, Math, Science, History, and Geography
4. First in the World in Math and Science
5. Every Adult Literate and Able to Compete in the Work Force
6. Drugs and Violence Out of Schools

Mark Your Calendar....

**Next Satellite Town Meeting— Oct.13, 8:30-9:30 p.m.*

C-Band: Galaxy 6; Transponder 11, Horizontal polarization; Downlink frequency, 3920 Mhz; Audio subcarrier: 6.2 and 6.8.

Ku-band: SBS-6; Transponder 10; Vertical polarization; Downlink frequency, 11945.5 Mhz; Audio subcarrier: 6.2 and 6.8.

Call 1-800-USA-LEARN.

AMERICA 2000

NUMBER 9, WEEK OF SEPTEMBER 28, 1992 U.S. DEPARTMENT OF EDUCATION

Standards and Breaking the Mold

Satellite Town Meeting Looks at Goal 3

America's schools need high standards, effective assessments, and break-the-mold thinking to reach National Education Goal 3, concluded several of the nation's leading educators and AMERICA 2000 leaders during the latest Satellite Town Meeting on September 1. Goal 3 states: "By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy."

During the first part of the meeting, three educators with direct experience in setting standards, developing curricula and assessing performance discussed how these education reform tools can be used to improve today's schools. Later in the meeting, three New American Schools Development Corporation (NASDC) design team leaders focused on how those same aspects of education reform are being used in their break-the-mold school designs. [Note: Next week's newsletter will feature excerpts from the phone-in segment of the Satellite Town Meeting.]

Standards, Assessment, Accountability ...

According to Diane Ravitch, former professor and current assistant secretary for educational research and improvement at the Education Department, "we never had standards at all...never sat down as a nation and figured out what we want children to know." Ravitch joined North Carolina school superintendent John Murphy and Florida principal Constance Jones in discussing the role of standards and other aspects of education reform in reaching National Education Goal 3.

Find Out What Students Should Know — Ravitch. "The starting point for education is determining what children should learn and letting teachers...parents...kids, above all, know what is expected of them to succeed," said Ravitch. According to Ravitch, the National Council of Teachers of Mathematics did just that: "They got together over the past several years, and the math teachers of America said, 'This is what we think our children should know and be able to do at different grade levels.'" To date, some 41 states have revised or are revising their math curriculum frameworks based on the standards.

"We have a lot of research that shows that the kids achieve

See Students, next page

Breaking the Mold ...

According to representatives from several design teams selected for funding by the New American Schools Development Corporation (NASDC), American schools need to change drastically to meet the challenges of a global marketplace and a changing workforce.

Participating in the discussion were Elaine Salinas, representing the Community Learning Centers of Minnesota; Len Sirozki, the Bensenville (IL) Community Design Team; and Marc Tucker, the Rochester-based National Alliance for Restructuring Education.

Alliance Design Changes the System — Tucker. "For the first time in the history of world...[America's] front-line workers are in competition with front-line workers in one unified labor market worldwide," said Marc Tucker, president of the National Center on Education and the Economy. He noted that in countries like Indonesia, those workers make $1.50 per day and their skill levels are the same or better than American workers. "If we don't find a way to be vastly better skilled than those kids coming out of Indonesia, we'll be making $1.50

See Reform, next page

President Bush Phones Satellite Town Meeting

*"How did you get started and how is it working out?" asked **President George Bush** of Bensenville design team leader **Len Sirotzki**, during the phone-in portion of the Satellite Town Meeting on September 1. The President joined other callers, who had questions and observations about reaching National Education Goal 3 during the 90-minute meeting. Following are excerpts from the President's phone call, as well as Sirotzki's response.*

***President Bush:** "...When the governors and I established the goals at Charlottesville at the Education Summit, we hoped to set a new direction for education in our country. But we also knew that the goals would not make much difference unless they were adopted community by community....And there are no quick fixes. The change we're talking about is really fundamental...literally reinventing education...break-the-mold schools, higher standards and certainly better tests, getting government off the teachers' backs, and then giving families more choice in schools and academic programs.....*

*"And now for my question....I've challenged each...[community] to create a break-the-mold school....Len...how did you **get***

See Bush, next page

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the best when there's a challenging curriculum...high expectations ...and when there's parental involvement," said Ravitch, who was the principal writer of the California K-12 history/social studies curriculum framework. [Contact: Diane Ravitch, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202]

Standards Empower Teachers — Murphy. John Murphy, superintendent of Charlotte-Mecklenburg (N.C.) Schools, reported that his district is changing its schools to reach high, rigorous standards set by the community. "At the Lake Wiley School...you'll begin to see this year those standards being implemented in the K through 6 school," said Murphy. "Teachers are now empowered to make decisions in terms of how they will take youngsters from where they are to those standards we've established." Murphy said that the district has prepared brochures for every parent at every grade level and discipline, "so that parents will understand exactly what it is their child should be learning...[T]he parent and the teacher truly become partners now in that education process." [Contact: Dr. John Murphy, Charlotte-Mecklenburg Schools, 701 East Second Street, PO Box 30035, Charlotte, NC 28230]

Rigorous Curriculum Produces Results — Jones. Constance Jones, principal of Three Oaks Elementary School in Fort Myers, Florida, discussed Three Oaks Elementary's success in implementing a new curriculum developed by Dr. E.D. Hirsch Jr., which relies heavily on rigorous content. According to Jones, Hirsch examined different curricula from several countries and from several states to determine the sequence of knowledge that boys and girls ought to learn and know by the time they leave sixth grade. "We spent all of the past two years teaching that curriculum in our schools," said Jones. "We've seen incredible results that relate to attendance, enthusiasm, the retention of our children. The number of children retained at the end of the year was decreased by 50 percent. Discipline problems were reduced by almost 85 percent...." [Contact: Constance Jones, principal, Three Oaks Elementary School, 19600 Cypress View Drive, Fort Myers, FL 33912, or Core Knowledge Foundation, 2012-B Morton Drive, Charlottesville, VA 22901]

***Bush,** continued*

started and how is it working out?"

***Len Sirotzki:** "...I think that the number one message to communities everywhere is to start, and don't wait for some perfect time that may never come....[W]e looked for individual persons who were willing to go beyond personal agenda for the benefit of the community, all of the families in the community — and I mean all of them, not only school-aged children....it's going to take a very, very long-term commitment, and there will be a great deal of pain, bringing about the kinds of changes that are needed....."*

***President Bush:** "...I am proud...that this AMERICA 2000 effort continues to be bipartisan. And, look, we all know we're in an unusual political season....All the governors, Democrats as well as Republicans, are a part of all of this, and it's been that way from the very beginning. And I just wanted to assure every participant that I'm determined to keep it that way."*

a day, said Tucker. He noted that the Alliance design team, which he directs, will use innovative new teaching technology and assessment techniques to create more than 240 break-the-mold schools in seven states: Arkansas, California, Kentucky, New York, Pennsylvania, Vermont, and Washington.

"Our view is that you can't really break the mold without changing the whole system all at once and every piece of it," said Tucker. "You need a whole new set of standards...ways to assess student improvement...curriculum...technology...staff development ....What we did was go around the country to get the best in each one of those categories... the New Standards Projects — a collaboration of some 17 states...six school districts and some of the most competent people in the country....We have a relationship with Apple Computer's top research team...to bring the very best that is known in how to use computers and support tools for teachers....We've got the Public Agenda Foundation, which is going to work with the board and superintendent on how to engage the public in what we're trying to do here." [Contact: Marc Tucker, Center on Education and the Economy, 39 State Street, Suite 500, Rochester, NY 14614]

Community Learning Center Design Uses Flexibility — Salinas. Elaine Salinas, education program officer for the Urban Coalition in St. Paul, noted that America's future workforce will be largely minority, young and female — groups that historically have been less well served by America's education system. "In order to compete in that global economy, we'll have to break the mold in order to begin serving those students," said Salinas.

Salinas noted that the Community Learning Center design calls for the creation of independent public schools in 10 Minnesota sites — urban, rural and suburban — that will operate by charter or contract from local schools boards and thus bypass many state and local regulations. "...[T]he intent of our design is to use both the contract schools and the charter schools legislation to create an institutional bypass so that educators who are creative, interested in changing education, can use these vehicles to create new kinds of public schools....where we can honor [public] trust and be accountable for the outcomes....We're in effect recreating what public education is." [Contact: Elaine Salinas, Urban Coalition, 2610 University Avenue West, Suite 201, St. Paul, MN 55114, or Community Learning Centers, c/o Wayne Jennings, Designs for Learning, 449 Desnoyer, St. Paul, MN 55104-4915]

Bensenville Design Involves the Whole Community — Sirotzki. Len Sirotzki, project director for the Bensenville design team, observed that it takes the resources of a whole community to bring about break-the-mold reform. "To have a single school operate in a break-the-mold fashion within a community that is indifferent to the school will not work." Sirotzki said that Bensenville believes that learning is lifelong and involves everyone — "the moms, dads, senior citizens...[N]one of us probably learned everything we know in a place called a school...we ought to make those kinds of learning opportunities available throughout the community." Sirotzki said that the Bensenville design will turn the entire community of 17,000 into a campus that will support lifelong learning for all its citizens. [Contact: Dr. Len Sirotzki, Dupage-Kane Educational Service Center, 421 North County Farm Road, Wheaton, IL 60187-3999]

New National Coalition to Support AMERICA 2000 Communities

Fifty-one national organizations have announced formation of the AMERICA 2000 Coalition, Inc., a non-profit private sector alliance to promote the achievement of the six National Education Goals, across the country, community by community.

The AMERICA 2000 Coalition will serve as a resource nationwide to help local communities implement their AMERICA 2000 strategies, said Ed Donley, who will serve as chairman of the Coalition's Board of Directors. Donley is a former chairman of Air Products and Chemicals, Inc., a former chairman of the U.S. Chamber of Commerce and a co-chair with Governor Robert Casey (D-PA) for PENNSYLVANIA 2000.

"We are bringing together businesses, national trade associations and non-profit groups, many of whom are already engaged in some support of education, and connecting them to AMERICA 2000 communities. These communities are hard at work and need to know where their resources are and who will help them," Donley said during a press conference announcing the Coalition's formation.

Leslye Arsht, a former U.S. Department of Education official, will serve as president. According to Arsht, members will support Coalition efforts by:

- Adopting the six National Education Goals as part of their institutional mission;
- Developing a strategy for their constituents, chapters, members or employees to help communities achieve one or more of these goals;
- Encouraging employees or members of their organization to volunteer in local AMERICA 2000 efforts in support of that national focus;
- Communicating their organization's role in AMERICA 2000 and the need to achieve the six National Education Goals through in-house communications, public announcements as well as through marketing, advertising and community relations.

"The Coalition's primary goal is to create an alliance of groups who are actively seeking opportunities to involve their employees, customers, chapters or members in the transformation of education at the local level, community by community, throughout the country," said Arsht.

"Communities can look to each Coalition member as a resource. Through Coalition efforts nationally, they will know that their local bank, electric company, chapters of organizations like The Salvation Army and Girl Scouts, along with others, are being encouraged by their national affiliations to work in the community to meet the local goals."

For more information, contact the AMERICA 2000 Coalition; 1825 K Street NW, Suite 1010; Washington, D.C. 20006; 202-835-2000.

AMERICA 2000 COALITION FOUNDING MEMBERS

Air Products and Chemicals, Inc.
Allstate Insurance Company
American Association for Adult and Continuing Education
American College Testing
American Gas Association
American Red Cross
American Standard Inc.
American Trucking Associations
Association for Women's Health, Obstetrical, and Neonatal Nurses
Binney & Smith, Inc., makers of Crayola brand products
The Business Roundtable
Can Manufacturers Institute
Carnegie Mellon University
Child Welfare League of America
Citizens' Scholarship Foundation of America, Inc.
Cities in Schools, Inc.
Edison Electric Institute
The Educational Publishing Group, Inc.
Entergy Corporation
Family Service America, Inc.
Girl Scouts of the U.S.A.
Hewlett-Packard Company
Independent Bankers Association of America
Jobs for America's Graduates, Inc.
Laubach Literacy Action
Literacy Volunteers of America, Inc.
3M
Motorola
National Alliance of Business
National Association of Partners in Education, Inc.
National Association of Temporary Services
National Community Education Association
National Council of La Raza
National Executive Service Corps
National Institute of Former Governors
National Center for Family Literacy
National Science Resources Center
National Urban League
Pennsylvania Power & Light Company
Points of Light Foundation
Rohm and Haas Company
SER - Jobs for Progress, Inc.
The Salvation Army
Siemens Corporation
The J.M. Smucker Company
United States Space Foundation
University Support Services
Vanderbilt University
Very Special Arts
Wal-Mart Stores, Inc
YWCA of the U.S.A.

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FIRST CLASS

NEWS IN BRIEF...

Around the Country

FAIRBANKS 2000/ALASKA 2000 Education Summit. *On September 14, Secretary Lamar Alexander joined 250 community leaders at the Alaska community's AMERICA 2000 launch. Earlier, he addressed the ALASKA 2000 Education Summit, with over 500 people attending.*

NAMPA 2000. *More than 600 people attended the Idaho town's AMERICA 2000 launch on September 4, including Governor Cecil Andrus (D), Congressman Larry LaRocco (D-ID), school board members, and the local chamber.*

PORT ANGELES 2000. *The Washington State community held a kickoff on August 31, attended by 100 community leaders.*

LANCASTER 2000. *On September 9, the Pennsylvania community announced eight local goals, patterned after the National Goals during a visit by Assistant Secretary for Human Resources and Administration Don Laidlaw and Secretary's Regional Representative Kay Wright.*

FULLERTON 2000. *On September 14, Pat Soderquist, Chair of the local task force, Thomas O'Neill, president of the local chamber and Mayor Don Bankhead led the California community's kickoff. Assistant Secretary Lanny Griffith represented the Department.*

CLEVELAND/BRADLEY COUNTY 2000. *More than 350 people, including the Secretary, attended the Tennessee community's kickoff on September 18.*

Americans Favor GI Bill for Children

Two separate polls released during the past several weeks show that most Americans favor some type of school choice for children and families.

AP Poll Finds Support for GI Bill for Children. A new poll commissioned by the Associated Press and released on September 6, shows that 63 percent of Americans favor a plan "for the government to give poor and middle-income parents $1,000 scholarships for each of their children" to use "at any public, private or religious school." This is a description of the President's "GI Bill for Children," although the question did not identify it as such. Support for the scholarship plan is particularly strong among families with incomes under $25,000 (73 percent support) young adults (75 percent of those aged 18-34), parents with children (69 percent), and women (66 percent).

Gallup Poll Finds Strong Support. A new Gallup poll, commissioned by the National Catholic Education Association and released September 17, found that 70 percent of adults surveyed support a government-funded voucher system for parental choice (27 percent were against the idea and 3 percent had no opinion). When broken down, blacks and Hispanics overwhelmingly support the idea, 86 and 84 respectively; and 78 percent of parents with children in school support the idea. The 70 percent finding shows a sharp increase in public support when compared to two similar polls taken during the past few years. In 1991, Gallup found that 50 percent favored vouchers, as compared to 44 percent in 1987.

The National Education Goals

By the year 2000:

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
4. U.S. students will be first in the world in science and mathematics achievement.
5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

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Join the Next Satellite Town Meeting...

The next AMERICA 2000 Satellite Town Meeting will take place on Tuesday, October 13, 8:30 p.m-9:30 p.m., EDT. A test signal will begin at 8 p.m.

C-Band: Galaxy 6; Transponder 11; Horizontal polarization; Downlink frequency, 3920 Mhz; Audio subcarrier: 6.2 and 6.8

Ku-band: SBS-6; Transponder 10; Vertical polarization; Downlink frequency 11945.5 Mhz; Audio subcarrier: 6.2 and 6.8

National League of Cities Joins AMERICA 2000

The National League of Cities (NLC) has joined Secretary Lamar Alexander in challenging mayors and local officials nationwide to help start or support AMERICA 2000 efforts in their cities and towns.

"We are all starting to understand that in order to strengthen America, we've got to strengthen our schools...transforming education," said the NLC leadership in a September 7 letter circulated to nearly 27,000 local elected and appointed officials nationwide. "Schools can't do it alone, so it's up to local elected leaders to get the whole community together to set goals and start working to achieve them." Signing the letter were League President Glenda Hood (Mayor Pro Tem, Orlando, FL); First Vice President Donald Fraser (Mayor, Minneapolis, MN); Second Vice President Sharpe James (Mayor, Newark, NJ); and Education Secretary Lamar Alexander.

NLC has asked all local officials "ready to accept the challenge" to call the Children and Families in Cities Projects at NLC (202-626-3030) with the name of a city hall contact. In turn, the League will link callers with the AMERICA 2000 office in the Department of Education. The League also asked their members to send information on ideas and strategies already under way to John Kyle, NLC, 1301 Pennsylvania Ave, NW, Washington D.C., 20004. NLC will highlight some of the best ideas during a special session at the 1992 Congress of Cities in New Orleans, which will focus on innovative and successful education approaches.

AMERICA 2000

NUMBER 36, WEEK OF OCTOBER 5, 1992 U.S. DEPARTMENT OF EDUCATION

National Education Goal 4

Satellite Town Meeting to Focus on Math and Science Goal

National Education Goal 4 — U.S. students first in the world in math and science — is the topic of the next AMERICA 2000 Satellite Town Meeting, Tuesday, October 13, at 8:30 p.m., EDT. Moderated by Secretary Lamar Alexander, the 60-minute meeting will feature:

- **Iris Carl,** past president of the National Council of Teachers of Mathematics (NCTM), who helped to develop and to secure the adoption of the ground-breaking "math standards," known as the "Curriculum and Evaluation Standards for School Mathematics." Published in 1989, the standards are already changing the way math is taught in about one third of the nation's classrooms, NCTM estimates.
- **Edward Donley,** who chairs the board of directors of the AMERICA 2000 Coalition, a newly formed alliance of more than 50 national organizations dedicated to achieving the National Education Goals, community by community. He is former president and chairman of Air Products and Chemicals, Inc., former chairman of the U.S. Chamber of Commerce, and current chair of the Chamber's Center for Workforce Preparation and Quality Education. Donley is also co-chair, with Governor Robert Casey (D), of PENNSYLVANIA 2000 and founder of LEHIGH VALLEY 2000.
- **Theresa Hernandez-Heinz,** high school mathematics coordinator for the San Francisco Unified Schools, who was chair of the mathematics department at Mission High School in San Francisco, where she helped to put in place innovative programs to help students learn mathematics. These included STAMP (Students and Teachers Acquiring Mathematics Power), an intervention program stressing problem-solving skills, and the Interactive Math Project, a three-year sequence based on the National Council of Teachers of Mathematics standards.
- **John Richards,** project director for the Co-NECT School Design Team, one of the 11 teams funded by the New American Schools Development Corporation (NASDC) to create a new generation of schools. Richards manages the Education Technologies Department at Bolt, Beranek and Newman (BBN) Labs and is currently conducting research on how technology can improve teaching and learning and help to restructure schools.

The National Education Goals in Brief...

1. All Children Ready for School
2. 90% Graduation Rate
3. All Children Proficient in At Least Math, Science, English, History, and Geography
4. First in the World in Math and Science
5. Every Adult Literate and Able to Compete in the Work Force
6. Drugs and Violence Out of Schools

AMERICA 2000 Communities

More than 2,500 communities participated in the September AMERICA 2000 Satellite Town Meeting, which addressed National Education Goal 3, all children competent in at least math, science, English, history and geography. That made the meeting possibly the largest of its kind in the nation's history. Among the participants were store managers at Wal-Marts and Sam's Clubs across the country who invited local educators and civic and political leaders in their communities to take part in the town meeting.

Following are excerpts from the phone-in segment of the meeting, which followed a discussion with Secretary Alexander and in-studio guests on standards-setting, effective assessments and break-the-mold thinking [see AMERICA 2000 Newsletter, No. 37, for highlights of the in-studio segment of the meeting]:

* * * * * * * * *

★ Union Wants More on World Class Standards

Richard Rice, Union, New Jersey, asked about world class standards — what they are and who determines what they are.

Secretary Alexander responded, "What we mean by world class standards is this: What does a child need to know and be able to do in math, science, English, history, geography, and other essential subjects in order to live, work and compete in the world the way it is today? ....We are working so that, by 1995, there will be a national consensus to define those standards, but no federal law is going to tell New Jersey or Union, New Jersey, what to do. That will be your decision."

As for testing to see how the children are learning to the standards, John Murphy, superintendent of Charlotte-Mecklenburg (N.C.) schools, observed that many of today's standardized tests won't be good enough. "I think we've got to be developing our own tests that truly test whether or not the curriculum is being taught in our schools," said Murphy. Constance Jones, principal of Three Oaks Elementary School in Fort Myers, Florida, which has implemented a new rigorous curriculum based on E.D. Hirsch's Core Knowledge Sequence, noted that Three Oaks School retained the standardized achievement tests given in the district — a content-neutral, comprehensive test of basic skills. "What we found in our assessments is we did a lot more hands-on projects...performance-based assessments, so teachers were able to determine whether the child comprehended or understood...." Secretary Alexander added: "This is why you hear so many people — including the President — talking about a national examination system. What we're really saying is that if we're going to have all of these high goals and then develop these standards which define the goals, we're going to have to come up with a new set of examinations for use by local school districts to see whether the children are reaching those goals." [Contact: Constance Jones, principal, Three Oaks Elementary School, 19600 Cypress View Drive, Fort Myers, FL 33912, or Core Knowledge Foundation, 2012-B Morton Drive, Charlottesville,VA 22901]

★ Salem Asks About a Challenging Curriculum

John Jordan in Salem County, New Jersey, asked about developing a challenging curriculum.

Diane Ravitch, assistant secretary of educational research and improvement, responded: "What we [in the Education Department] have done is to give money to leading professional scholarly groups and say, 'Go and develop national standards, but as you develop them, work with as broad a public as possible.' According to Constance Jones, the Ft. Myers School Board approved of Three Oaks School's curriculum/standards setting activities. "We did digress from the standards that had been set ...for our district....Actually, we incorporated them into the context that we were using with the core curriculum," said Jones. "I think it's important to know, too, that this particular curriculum is only intended to be 50 percent of what we're teaching ...."

John Murphy added: "We engaged over 9,000 people through the process in Charlotte-Mecklenburg. We went to the experts first. We brought those programs into the community....Our administrative [people] examined all of the standards, and then together came up with a report in terms of the direction we should be moving in. Then we finished that process with an Education Summit that brought roughly 1,800 citizens together, to examine the standards and then make recommendations for modifications." [Contact: Dr. John Murphy, Charlotte-Mecklenburg Schools, 701 East Second Street, PO Box 30035, Charlotte, NC 28230]

★ Rotterdam Wants Goal 3 Clarified

Karen Peters, Rotterdam, New York, asked for more information on the second part of Goal 3: "All students learn to use their minds well...responsible citizenship."

Diane Ravitch responded: "In all of the academic areas and areas like the arts, using your mind well means not just parroting back answers...[it means] to think things through, to have understanding and to be able to apply what you've learned." John Murphy added: "One of the things that we're looking towards in the Charlotte-Mecklenburg Schools as we begin to assess [student] performance...is to engage them in writing essays when they leave middle school... high school, and not only to write an essay about their learning experiences and relating all of the disciplines, but to be able to orally defend that." Education Secretary Lamar Alexander added: "I think the answer to the question is the National Education Goals Panel work and the work of the task force on setting standards in citizenship."

★ St. Louis Asks About Law and Citizenship Standards

Linda Reikes, St. Louis, Missouri, asked about the role of law-related education and social studies in Goal 3.

Diane Ravitch responded that the U.S. Department of Education is helping to develop voluntary national standards. "One of the projects that we have gotten up and running is the civics project, which is being developed in collaboration with the National Council for the Social Studies," said Ravitch. "I think that as the next couple of years go by, you'll see new standards in history and geography and in civics and government, and I would think that law-related education would certainly be a part of the new civic standards." [Contact: Diane Ravitch, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202]

★ Ardmore Wants More on Outcome-Based Education

Jo Anne Graham, Ardmore, Oklahoma, said: "We'd like to hear the panel's feeling on whether or not [outcome-based] philosophy might improve student achievement."

Constance Jones said her school has clear, specific goals for each grade level in the subject areas. "It really helped all of us focus on what we needed to create a total education for a child, said Jones. "In other words, teachers now know what they're going to be teaching...[in each grade] so that they can build knowledge upon knowledge....[H]ow you achieve that outcome can vary from classroom to classroom." Secre-

tary Alexander added: "The State of Minnesota... has been a pioneer in outcome-based education, starting back in the early '70s....Its experience there has...[led to] de-regulated schools, ...once they come to an agreement about what children should learn, then it freed the teachers to use their own strategies. You create very different kinds of schools to try to reach a result."

"I would say that outcome-based education is absolutely essential," said Diane Ravitch. "[I]f you agree on what you want children to learn, then you can have a kind of assessment system that supports that." Secretary Alexander observed that Portland, Michigan, is one of the three school districts in that state that have completely integrated the new math standards into their schools. "They've become sixth in the state in math achievement...even though they're one of the lower spending-per-pupil school districts. That's what we think of as outcome-based education."

★ Columbia Asks About Determining Workplace Skills

Dr. Milton Kimpson, Columbia, South Carolina, asked how one would find what skills would be necessary in the new American workplace. "I would think it would require many, many persons external of that school situation," said Kimpson.

According to John Murphy, it is important to involve the whole community in the process of setting standards and goals for schools. "This is a question that can be addressed by the employers in our communities: What kind of skills do they expect? ...In fact, one of the things I did in the school system recently was to build a guaranteed diploma program, to ask the business community, 'What do you expect our youngsters to learn?' and then guarantee that it's taught, and guarantee that it's learned...."

★ Phoenix Talks About Alternative Programs

Sandra Dowling, Phoenix, Arizona, noted that Maricopa County has created many alternative programs, "...a program for homeless children...one of the largest special ed consortiums in the state...the Second Chance Program for our dropout students." She asked how the Department of Education can assist in supporting the creation of more break-the-mold programs.

Secretary Alexander responded: "The President has asked Congress to give the Secretary of Education flexibility to waive our rules and regulations for more than 70 programs that spend about $11 billion so that you and your teachers can decide how best to spend the money." He noted that, for example, Gastonia, North Carolina, is using Chapter 1 money, the largest federal elementary program, for a parenting program. "Now they're very tough about parenting...require a parent to be involved with the school, but they find that the federal regulations somehow prohibit that...I don't [currently] have the flexibility to change that....One thing we're willing to do...[is] form a SWAT team from the Department of Education and work with a metropolitan area, for example, to see whether we have flexibility."

★ Port Hueneme Asks About Teacher Training

Niki Davis, Port Hueneme, California, noted that her district is finding that assessment is taking a great deal of time. "[We] have the base...tools...technology, and now we're confronted with...time and...in-depth teacher training needs."

John Murphy said: "We're trying to restructure [teacher training] into our day to get better utilization of existing staff .... Constance Jones added: "We have tried to create time [for] teachers to have common planning time to pool their resources...ideas together, and we have found that a support network has been extremely helpful for them."

★ Orrville Asks About Character Improvement

Tim Smucker, Orrville, Ohio, represents one of the design teams that was not funded by NASDC but which plans to go ahead with its design. Smucker noted that Orrville is a community of about 8,000 people. He asked for suggestions as to how character improvement can be implemented.

Secretary Alexander responded: "I was in Los Angeles about two weeks ago meeting with a group of superintendents...listening to how they're dealing with the aftermath of the riots. The first thing that they want to do, as school opens this year, is to introduce in their curriculum a course on ethics." Elaine Salinas, education program officer for the Urban Coalition in St. Paul (MN), added: "One of things that we're going to be doing with the projects that we're working with in Minnesota, is looking very carefully at the whole idea of youth as resources...in the classroom, cooperative learning, peer tutoring, cross-age tutoring, different kinds of instructional strategies...We have examples in Minnesota... where the high school students run the local grocery store and hardware store...being provided...education in marketing, retail...." Secretary Alexander noted that in Cincinnati, the Kroger Company has put a Kroger store within a school as a way of introducing the children to how to make decisions — operating the store, stacking the counters, while earning chits — if they keep their grades up — which can be used to buy something. [Contact: Elaine Salinas, Urban Coalition, 2610 University Avenue West, Suite 201, St. Paul, MN 55114]

★ Compton Asks Whether AMERICA 2000 Requires Endorsement of Choice

Shirley Allen, Compton, California, asked if it is possible to join AMERICA 2000 without embracing school choice.

Secretary Alexander responded that communities need to do only four things to join AMERICA 2000 — adopt the National Education Goals, or a version of them; develop a strategy for reaching them; develop a report card to measure progress, and begin to think about creating at least one break-the-mold school. "It's just like a 100-yard dash; if you want to run backwards, that's your business, as long as you reach your goals," said the Secretary. "The President feels and we feel there are a number of things we need to do in addition to that, to change our education system, that have to do with standards and testing [and giving] all families more choices of all schools....Become an AMERICA 2000 community, and we can all get on the train together and argue about choice along the way. I'd rather do that than all of us stand around [arguing about choice] in the train station."

Elaine Salinas added: "Minnesota actually has about four pieces of legislation on the books which really deal with giving parents more choice within the public education system...a post-secondary enrollment options law, which allows 11th and 12th grade students to attend a post-secondary institution, receive high school credit...use those credits for college....open enrollment between districts....something called the High School Graduation Incentives Program, which is a second chance program for young people who have dropped out or who are at risk of dropping out, so that they can choose an educational alternative or another public school of their choice....[F]inally, we have the most recent charter schools legislation." Secretary Alexander added: "Debbie Myers, one of the pioneering school superintendents in New York City, is creating 30 new high schools — small high schools in New York City right now. She says, look, they're all going to be different, and we're not going to make people go to them, but

See Communities, next page

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Communities, continued

they're going to be so good and different that we'll attract people to them. That's what we mean by choice."

★ Lakewood Talks About Workplace Training

Charles Wimber, Lakewood, Colorado, noted that a number of Wal-Mart associates are participating and suggested that Wal-Mart pioneer the idea of continuing education and workplace training, along the lines of the German dual educational system — part academic and part skills and training.

Marc Tucker, director of the National Alliance for Restructuring Education design team, agreed that it was a good suggestion: "Two years ago our Commission on the Skills of the American Workforce said, among other things, that this country would go down the tubes if we don't implement a version of what goes on routinely in Northern Europe....[A]bout 20 percent of the high school graduates go off to a four-year college. Some 80 percent of the rest go into a program that consists partly of school and partly of on-the-job training that's based at the worksite....We're the only major advanced industrial country that doesn't do that, and...we probably have one of the least qualified bottom halves of workforces in the industrialized world...."Secretary Alexander added: "We have some states that are making some steps — Maine, Wisconsin, Oregon." He noted that Marc Tucker's design team is working with some of them. Tucker added: "One of the biggest problems here is getting the firms to offer the slots...." [Contact; Marc Tucker, Center on Education and the Economy, 39 State Street, Suite 500, Rochester, NY 14614]

★ Gulfport Asks About Languages

Bridget Williams, Gulfport, Mississippi, asked why, in a world that has become communications-oriented, aren't foreign languages included in the curriculum.

Secretary Alexander responded: "There's been some confusion because Goal 3 says 'challenging subjects — including math, science, English, history and geography.' None of the governors nor the President meant to suggest that, for example, the arts or foreign languages or civics were not an important part of a curriculum. In fact, we've formed an arts partnership to help encourage that."

"My own view is that, in America, every child should know at least two languages well, one of which is English," said the Secretary. "You're exactly right about foreign languages, and it's a good point to make."

Norristown is a leader in accepting the AMERICA 2000 challenge to reinvent American schools, said President George Bush, during a visit to the Pennsylvania community on September 9. The President joined Secretary Alexander, Superintendent Holton and other community leaders at Norristown High School. Following are excerpts of his remarks.

"...I have come to Norristown because you accepted my challenge to reinvent American schools....Norristown is in the lead — but you're not alone. Today, 1,700 communities — in every single state — have adopted the vision of what we call AMERICA 2000....

"Really, four revolutions are under way. First, we are in the process of creating hundreds of what we call "break-the-mold" schools — schools that reject the status quo....and Norristown was one of 700 communities that responded [to the New American Schools Development Corporation's call for design team proposals].... Revolution number two has to do with what we teach in our schools....Your math teachers are already relying on new world-class standards....The third revolution involves... teachers ...getting state government off their back....We've got to relieve these teachers of federally-mandated paperwork requirements. I trust the teachers, not the government, to do what's right for our students. There's one final revolution under way — I think every parent should have the right to choose the school they want for their children....My G.I. Bill For Kids would give $1,000 scholarships to children of middle-and-low income families that they can use to spend on any school of their choice....Right here in Norristown, almost 6,000 kids — about two-thirds of the school population — would be eligible ....Norristown would receive another $6 million in new federal funds — not controlled by bureaucrats, but parents and teachers....So these are the four revolutions in American education: break-the-mold schools, new standards, getting government off the teachers' backs, and giving parents real choice...." [Editor's Note: Ten days after the President delivered these remarks, the number of AMERICA 2000 Communities topped the 2,000 mark.]

The final AMERICA 2000 Leadership Workshop for the year will be held in Dallas, Texas, November 19-20. To register, call 1-800-USA-LEARN or 202-401-0039.

AMERICA 2000

NUMBER 42 WEEK OF 16 OCTOBER 12, 1992 U.S. DEPARTMENT OF EDUCATION

NEWS IN BRIEF...

Wal-Mart Hoists AMERICA 2000 Banner

On October 12, Wal-Mart and Sam's Club stores across the country raised a new banner, "Wal-Mart Supports AMERICA 2000 Communities." The banner hangs with only two others that call for "Made in America" products and for recycling. Wal-Mart also enclosed an insert in all 380,000 of its employees' pay envelopes to remind them about the AMERICA 2000 Satellite Town Meeting, October 13. Most of the local Wal-Mart and Sam's Club stores provided downlink facilities for community leaders to participate in the meeting.

OHIO 2000 to Launch Statewide AMERICA 2000 Workshops

OHIO 2000 will launch a series of five regional workshops, October 26 to October 30, to help local communities move toward the six National Education Goals.

During the workshops, the Ohio Department of Education will introduce a new publication, "OHIO 2000 Discussion Guide," which will provide step-by-step suggestions for actions to help communities meet the AMERICA 2000 four-part challenge. [For more information about the Ohio workshops, contact the Ohio Department of Education, Division of Research and Communications, 65 South Front Street, Room 802; Columbus, Ohio 43266-0308]

VANCOUVER 2000

Vancouver became the most recent Washington State school district to adopt the National Education Goals and join WASHINGTON 2000 at a local ceremony on September 21. Lt. Governor Joel Pritchard joined community leaders to discuss state and national reform activities.

*See **News in Brief**, page 4*

School Superintendent Norma Paulus

Oregon Raises Standards in Statewide Reform

School readiness, a more challenging curriculum, and better technical/vocational education were the three educational challenges which prompted Oregon last year to pass "the most sweeping restructuring plan in the history of this country," said Oregon School Superintendent Norma Paulus during a luncheon speech at the AMERICA 2000 Leadership Workshop in San Francisco, on September 16. *[Governor Barbara Roberts (D) and Superintendent Paulus joined forces to launch OREGON 2000 on August 22, 1991.]*

Lack of school readiness among many children "is a dirty, ugly secret in every elementary school in this country," said Paulus. " Too many children are unloved, unwashed and unfed, and it's been dragging down the system...drugs, violence, and the breakdown of the family. We've been trying to deal with that problem too late...[putting] all of our money in with the wigged-out 17-year old when we should have been putting it into parenting and early childhood development." Paulus described the Oregon plan which focuses on early childhood development from age zero to eight, noting that the Oregon legislature has made a massive commitment to a state version of Head Start. "It's exactly like federal Head Start except it's Oregon money, and we are blending those two programs successfully and getting a bigger bang for every buck by melding...a whole host of programs in early childhood which...includes parenting." Paulus said the state has asked community leaders "to consciously identify young families in their midst...and make sure [they] know what resources are available."

Oregon's second problem—a "watered down" state curriculum brought down by low expectations—also prompted the radical restructuring plan, said Paulus. She noted that the State will expect proficiency in the basic disciplines, including art and music. "We want [children] to

*See **Oregon**, page 4*

EDUCATION GOALS PANEL RELEASES SECOND ANNUAL PROGRESS REPORT

America is making progress in reaching certain aspects of the six National Education Goals but is still too complacent about its educational shortcomings, according to the second National Education Goals Report, released by the bipartisan National Education Goals Panel on September 30.

The report noted particular progress in decreasing student drug use (Goal 6) and in closing the gap between minority and non-minority graduation rates (Goal 2). However, the panel found significant "achievement gaps" in school readiness and differences in student, parental and worker attitudes in the U.S., as compared to other industrialized nations.

"All of us need to raise our expectations — parents for their children, teachers for the students, communities for their schools, employers for their workers and workers for their own lifelong learning," said Nebraska Governor Ben Nelson (D), who chairs the panel. "Now, we're setting our sights higher and doing what needs to be done to help our children learn what they need to know to live, work and compete in today's global economy," said Secretary Lamar Alexander.

For a copy of the National Education Goals Panel news release listing highlights of the report, contact 1-800-USA-LEARN.

Secretary Announces More

Schools in Alaska, Oregon, and California are among the most recent recipients of the Secretary's "A+ for Breaking the Mold" awards — given daily to innovative schools, programs or practices that are making progress toward reaching the six National Education Goals.

"Schools are changing," said the Secretary in describing the "A+" award program, which began on September 1 and will continue through the end of the year. "All over the country, in communities where business as usual just isn't enough, there are break-the-mold schools that are teaching to high standards, cutting through bureaucratic red tape, and providing greater choices of all schools."

Following are descriptions of the "A+" award winners announced during the last two weeks in September. [See AMERICA 2000 Newsletter No. 36, September 7, 1992, for a description of earlier winners]

Discovery School Focuses on Science

On September 14, Secretary Alexander awarded an "A+" award to **Denali Elementary School, Fairbanks, Alaska.** The school recently received a grant from the RJR/Nabisco Foundation to expand its "Discovery School" concept, redesigning the entire curriculum around the study of science. The school also has a "Lifelab" garden, where students and parents learn about science and the environment. [Contact: Tim Doran, principal, Denali Elementary School, 1042 Lathrop St., Fairbanks, AK 99710]

Enlisting the Community to Help Students

On September 15, the Secretary gave an "A+" to **Bush Elementary School, Salem, Oregon,** for helping students and their parents reach the National Education Goals by forming partnerships with the local community college, church groups, the housing authority, and others. Bush Elementary is also part of the Oregon Network, a support organization that links innovative schools across the state, allowing them to share information about teaching and learning. [Contact: Jenifer Billman, principal, Bush Elementary School, 755 University Street, SE, Salem, OR, 97301]

Details on the "A+" program and the daily awards can be heard on the AMERICA 2000 Daily Conference Call, a 5-7 minute discussion on education reform which can be accessed by dialing toll-free, 1-800-USA-LEARN.

Helping Hispanic Students Stay in School

On September 16, the Secretary recognized four California programs for developing innovative approaches to reduce the dropout rate, especially among Hispanic students — **Balderas Elementary School, Fresno; Daniel Webster Elementary School, San Francisco; AVID, San Diego; and Cities in Schools, Los Angeles:**

- Nearly 90 percent of Balderas' parents are actively involved in the school, which has an extended day program to help both students and parents. [Contact: Erlinda Griffin, principal, Balderas Elementary School, 4625 East Florence, Fresno, CA 93725]
- Webster, the pilot school for Henry Levin's Accelerated Schools, challenges disadvantaged children with innovative, hands-on material to help students think, reason and solve problems. [Contact: Daniel Webster Elementary School, 465 Missouri Street, San Francisco, CA 94107]
- The AVID program offers a rigorous college-prep curriculum targeted to students from groups historically underrepresented in higher education — Hispanics, Blacks, Native Americans. As a result, fully 92 percent of AVID students go on to higher education. [Contact: Mary Catherine Swanson, San Diego County Office of Education, 6401 Linda Vista Road, San Diego, California 92111-7399]
- Integrating community social services in the schools is a main element of the Cities in Schools program. Four school districts in the Watts area of Los Angeles are grouped together in an "education park," where schools can share program ideas and other information. [Contact: Robert Arias, Cities in Schools, 11340 West Olympic Blvd., Suite 381, Los Angeles, CA 90064]

Giving Families More Choice of All Schools

On September 17, Secretary Alexander gave an "A+" award to the **Children's Educational Opportunities (CEO) Foundation, San Antonio, Texas,** for offering privately funded scholarships to low-income families. So far this year, CEO has received 2,000 applications and awarded more than 900 scholarships, which cover one-half the annual tuition at either a public or private school — up to $750. [Contact: Robert Aguirre, managing director, CEO Foundation, P.O. box 17447, San Antonio, TX 78217]

Redesigning the Learning Environment

On September 18, the Secretary's "A+" went to the **Bensenville Community Design Team, Bensenville, Illinois,** for its plan to turn the entire village into a school. The design, one of 11 selected for funding by the New American Schools Development Corporation, will establish a "Lifelong Learning Center," which will profile each learner's interests, abilities and goals, as well as group students of different ages together according to their needs. In addition to the learning center, students will learn at the various businesses and government offices in Bensenville. [Contact: Len Sirotzki, project director, Bensenville Community Design Team, 115 East Green St., Bensenville, IL 60106]

Giving Families More Choices of All Schools

On September 21, Secretary Alexander gave his "A+ for Breaking the Mold" award to two Milwaukee, Wisconsin programs: **Partners Advancing Values in Education (PAVE), and the Milwaukee Education Center (MEC) Middle School.** PAVE, an organization founded by the Bradley Foundation, is offering scholarships to low-income families so they can choose from public, private and religious schools for their children. PAVE expands on a current choice program already used in Milwaukee, where public funds are used to help send children to private, non-religious schools. PAVE is funded completely through the private sector. [Contact:

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FIRST CLASS

Oregon, continued:

become more proficient at the end of the tenth grade than they are now in the twelfth grade. And at the end of the tenth grade, after they have been assessed at regular intervals to see if they are meeting the outcome-based educational goals then we are going to ask them to...choose a 'strand.' The superintendent said all the industries, professions and livelihoods will be divided into different strands — for example, health science — from which students will choose. "If you want to be a brain surgeon... dental technician...veterinarian...you would go into that strand, and anatomy, and experiences in hospitals, and medical centers would be available to you," said Paulus. She noted that this does not mean a tracking system.

Paulus reported that the "capstone" of the Oregon reform bill focuses on the State's third challenge — to introduce and integrate professional and technical education — in particular, math and science — as quickly as possible into education. She said that the bill encourages high school students to make a choice by the end of the sophomore year — but "not an iron-clad choice."

With regard to funding, Paulus said that the first two priorities are to redirect existing revenues and coordinate all funding and programs tied to children and families at the school site itself. "We spend millions and millions of dollars every year and most has gone right down the rat hole," said Paulus. "We would be much better off if we could bring the money... resources and bodies, right into the elementary schools ...make a partnership with a parent." The superintendent included private groups and businesses, as well as state governmental agencies, in the collaborative effort — for example, the Oregon Historical Society, libraries in partnership with local hospitals, museums, etc. "And we are inviting any of our surrounding states to be involved in this," said Paulus. "We are very excited about it."

About 350 AMERICA 2000 leaders, primarily from the West Coast, attended the two-day workshop, which included sessions on communicating the AMERICA 2000 message, parental choice, and meeting the AMERICA 2000 four-part challenge. [For more information on Oregon reform efforts, contact Office of the Superintendent of Public Instruction, State Department of Education, 700 Pringle Parkway, S.E., Salem, OR 97310]

The National Education Goals in Brief...

1. All Children Ready for School
2. 90% Graduation Rate
3. All Children Proficient in at Least Math, Science, English, History, and Geography
4. First in the World in Math and Science
5. Every Adult Literate and Able to Compete in the Work Force
6. Drugs and Violence Out of Schools

NEWS IN BRIEF, continued

PHILADELPHIA 2000

Philadelphia joined the growing list of cities pledged to AMERICA 2000 on September 22. Superintendent Constance Clayton, State Secretary of Education Don Carroll and other local and state officials joined U.S. Secretary of Education Lamar Alexander at a ceremony at the Dimner Beeber Middle School, which also received an "A+ for Breaking the Mold" award.

SOUTH DAKOTA 2000

South Dakota held an interactive teleconference on September 22 linking SOUTH DAKOTA activists in Rapid City and Sioux Falls. Secretary Alexander addressed conference participants by phone from Charlotte, North Carolina, and Assistant Secretary for Educational Research and Improvement Diane Ravitch spoke via satellite from Washington, D.C.

BEAUFORT 2000

Beaufort County, South Carolina, kicked off its AMERICA 2000 initiative on September 24. Among the communities in the county-wide effort are Hilton Head, Beaufort and Parris Island.

TAMPA BAY 2000

Tampa Bay, Florida, joined more than 2,000 communities across the country pledged to AMERICA 2000 at a local kick-off on September 25. The kick off was part of a three-county Western Florida initiative in the Tampa/Clearwater/St. Petersburg area.

The National Education Goals in Brief...

1. All Children Ready for School
2. 90% Graduation Rate
3. All Children Proficient in Challenging Subject Matter, Including English, History, and Geography
4. First in the World in Math and Science
5. Every Adult Literate and Able to Compete in the World Economy
6. Drug- and Violence-Free Schools

AMERICA 2000

NUMBER 39, WEEK OF OCTOBER 26, 1992 U.S. DEPARTMENT OF EDUCATION

2700 Communities Join 5th Satellite Town Meeting

Higher Standards Will Make America First in Math and Science

With higher standards in place, American students can be first in the world in mathematics and science by the year 2000, observed Iris Carl, past president of the National Council of Teachers of Mathematics (NCTM), during the latest Satellite Town Meeting on October 13. Carl joined Secretary Lamar Alexander, San Francisco educator Theresa Hernandez-Heinz, and education technology expert John Richards in discussing National Education Goal 4: "By the year 2000, U.S. students will be first in the world in science and mathematics achievement."

"Our children are capable of learning much more mathematics than they're being taught," said Carl, who helped developed ground-breaking NCTM math standards which are now changing the way math is taught in about one-third of the nation's classrooms.

Theresa Hernandez-Heinz, high school mathematics coordinator for the San Francisco Unified Schools discussed the community's Interactive Math Project. She said her school has had some pure math units but current units revolve around concepts and hands-on activities: "We have students [with] diverse backgrounds and learning abilities...studying mathematics to determine, for example, how quickly an oil spill is spreading; whether or not the good guys have a chance of winning the pennant; whether or not the bees choose the best shape when they make the honeycomb....We started a unit with the story of 'The Pit and the Pendulum' by Edgar Allan Poe....We read the story...discussed...the prisoner lying there, the pendulum was swinging 12 times...." Heinz said that the idea at the end of the unit was to predict what would happen with a 30-foot pendulum: Did the prisoner have time to escape?

John Richards — project director for the Co-NECT School Design Team, one of 11 funded by the New American Schools Development Corporation — discussed the importance of a project-centered curriculum, "so that students and teachers...get involved in a project that has something to pay off...a product." Richards, who manages the Education

See Standards, page 4

AMERICA 2000 Coalition Chair Joins Town Meeting

During the October AMERICA 2000 Satellite Town Meeting, Secretary Alexander was joined by Ed Donley, chairman of the recently announced AMERICA 2000 Coalition — a partnership of more than 50 businesses, trade associations and nonprofit groups pledged to support AMERICA 2000 Communities at the local and national level.

Donley used the Independent Bankers' Association, 12,000 banks in the United States, as an example of how Coalition groups can help communities: "[Their monthly magazine] had an extensive article about how the AMERICA 2000 Coalition works [and] how people in individual communities throughout the country can work to improve the quality of their schools," said Donley. He also mentioned several Coalition member groups with expertise in Goal 1, school readiness — Association for Women's Health, Obstetrical and Neonatal Nurses, the Girl Scouts, the Salvation Army.

Donley added that the Coalition now publishes a newsletter every two weeks and is setting up an electronic bulletin board to help communities and members communicate. Also, with a computer, a modem and a long distance call, AMERICA 2000 Communities can access *The Daily Report Card*, which "covers-the-coverage" of education issues as reported in the news media. [For information on how to download the Daily Report Card, refer to AMERICA 2000 Newsletter No. 39, October 12, or contact the AMERICA 2000 Coalition, 1825 K Street NW, Suite 1010, Washington, D.C. 20006; 202-835-2000.]

NEWS IN BRIEF...

Iowa Forms NISDC

Several Iowa business and education groups have formed a state version of the New American Schools Development Corporation (NASDC). The New Iowa Schools Development Corporation (NISDC), is being funded by the Iowa Legislature ($115,000) through a contract with the state department of education. Proposals have been submitted, and four to six Iowa design teams will be selected by November 14. [Contact: NISDC, 4025 Tonawanda Drive, Des Moines, IA 50312; 515-279-9711.]

Kansas City 2000 Launched

Secretary Alexander joined Missouri Governor John Ashcroft (R) and Congressman Tom Coleman (R-MO) for the kick off of METRO KANSAS CITY 2000, October 7. The effort involved officials from both Kansas and Missouri.

One Year for SAN ANTONIO 2000

On October 19, San Antonio celebrated its one-year AMERICA 2000 anniversary, having made major progress in organizing to reach the National Education Goals. The San Antonio Light and Express News featured a special section in their Sunday editions on AMERICA 2000 and the community's report card to measure progress toward the goals.

McDonalds and BOULDER 2000

Diners at Boulder, Colorado's 11 McDonald's restaurants have been eating their Big Macs on trays lined with a BOULDER VALLEY 2000 flyer, which lists the Goals, and a local number to get involved in Colorado 2000. The initiative is one of 10 BOULDER VALLEY 2000 projects moving forward.

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2,700 Communities Discuss Goal 4:

More than 2,700 communities participated in the fifth AMERICA 2000 Satellite Town Meeting on October 13 — a ten-fold increase over the first meeting of 250 communities last May. Some 1,600 Wal-Mart stores offered their sites as community meeting places, and the meeting was broadcast over the Mind-Extension University's Network to more than 600 cable-TV systems across the country. Discussion focused on National Education Goal 4 — American students first in the world in math and science. Following are excerpts from the phone-in segment of the meeting:

Norristown Asks About Teacher Training

Payton Burt, Norristown, Pennsylvania, said that his town is already training teachers to teach to the new standards — using its own funds as well as Eisenhower grant monies. He asked about other teacher training opportunities and incentive grants.

Theresa Hernandez-Heinz, high school mathematics coordinator for the San Francisco Unified Schools, discussed her school district's approach: "We have teachers from middle schools who are team leaders...meet with the director of our...special program funded by Eisenhower monies.... We also have team leaders ...working directly with the teachers, visiting them in the classrooms, coaching them, and teaching them how to work with students in small groups." She added: "This is a new skill — how to facilitate learning rather than teach it directly, and how to ask students questions that encourage students to think instead of just repeat a right answer."

Iris Carl, past president of the National Council of Teachers of Mathematics, said: "One bit of advice...look to the many grant programs...provided by the Department of Education...National Science Foundation. School districts as well as universities in partnership with school districts can apply for funds that will help improve teaching....[P]rivate industry has now become partners ...providing grants for that kind of improvement that we seek....And I must not forget to mention the National Council of Teachers of Mathematics. We provide conferences as well and just contacting us we can certainly let you know what's available in your area."

Secretary Alexander noted that there is a recently enacted law by the Congress that will create national academies for teachers of math and science with corporations and universities: "I happen to know about the University of Tennessee where I used to be. The Martin Marietta Corporation and the State of Tennessee have created a regional summer program for teachers of math and science; that's going on in a variety of places." He added that the President asked Admiral Watkins, Secretary of Energy, to head a task force which included Deputy Secretary David Kearns and others, to focus nearly $2 billion of federal spending on math and science elementary and secondary education on teacher training. [For a fact sheet on federal math and science programs, call 1-800-USA-LEARN.]

Flowood Asks About Teacher College Support

Mitch Morgan, Flowood, Mississippi, asked whether teacher colleges will sign onto the new approaches.

John Richards—project director for the Co-NECT School Design Team, one of 11 funded by NASDC—noted that his design involves Boston College with regard to assessment and testing: "We're working with...faculty and we have a pretty radically different approach to the way math and science are taught."

Secretary Alexander added: "One of the things that's going on...is that more universities are requiring teachers to get degrees in math and science before they take teacher training, and that's going to mean changing the math and science curriculum in the universities...."

Grants Asks About Catch-up

Candace Dylla, Grants, New Mexico, asked how children, who are already behind in math and science, can be brought up to speed.

Theresa Hernandez-Heinz said that San Francisco tackles that problem by giving students enriching, engaging mathematics. "We give them something that really motivates them and interests them — [for example] the question about do the bees build a honeycomb: Is that the most effective way?...[A]bout 40 percent of our math students traditionally would not take college prep classes, and they not only were part of our class, they succeeded. We have students who came...not speaking the language and they not only learned math, they learned English as well....But you need engaging mathematics...not boring but [challenging]... and they'll rise to the occasion."

Secretary Alexander added: "[Another example] is the Daniel Webster School in San Francisco...a Henry Levin School [which]... operates on the theory that you don't slow anybody down, you speed all the children up. [Contact: Willie B. Santamaria, supervisor, San Francisco Public Schools, Rm. 214, 135 Van Ness Ave., San Francisco, 94102.]

Wichita Asks About a TQM Tie-in

Bob Morrison, Wichita, Kansas, asked whether Goal 4 is being coordinated with the federal initiative for Total Quality Management.

Secretary Alexander suggested that a specific total quality management initiative would be a good project for the AMERICA 2000 Coalition: "The U.S. Chamber of Commerce has been doing important work [in this area]...."We've been trying to encourage them...to make it available to communities for teacher training — and many [local chambers] have." [For more information on the U.S. Chamber's education initiative, call Bob Martin at (202) 463-5525.]

Arkansas Asks About Gender Equity

Laura Dodson, Arkansas, Kansas, asked if there are any specific gender equity initiatives being developed or implemented.

Theresa Hernandez-Heinz said that San Francisco's Interactive Mathematics Project emphasizes writing and communicating: "Girls usually who have been afraid of mathematics because of the very abstract way in which it has been approached are now much more comfortable because they are able to work with one another...in groups. Their resource is their peers, [and] they're able to write and explain their answers and present....More of our girls ...are staying with us through the three years of our programs...."

Iris Carl added: "One of the things that we're doing...is making sure that every youngster has an opportunity...for hands-on experiences in math as opposed to simply working individually with pencil and paper... use applications for mathematics...."

Calumet City Notes the Importance of Fiber-Optics

Harry Condon, Calumet City, Illinois, said that fiber-optics provides an opportunity to jump-start our total educational system. He asked if anybody is working on that system for public schools.

John Richards responded: "We at BBN are developing for the "Co-NECT" School [a] local area network...so that each student with Power Book [lap-top computer] can communicate; but in addition...hook the schools to the wider world. And there is a TV studio....We're hoping to use fiber-optics to do that. Secretary Alexander described a recent AMERICA 2000 Conference Call which featured an Indiana community that hooked up with GTE Corporation. "For about a $1.5 million one-time cost they have done a number of things in telecommunications...with local business contributions. [Contact: Westfield-Washington School Corporation, 322 W. Main St.,

Number One in Math, Science

Westfield, IN 46774.]

Rogers Concerned About Measuring Success

Ellen Neaville, Rogers, Arkansas, asked about an assessment tool that can compare American students with students worldwide.

Iris Carl said that the National Council of Teachers of Mathematics participated in the Pacific Nations Ministers of Education meeting and found that the Pacific nations and European countries are as anxious as the United States to find assessment tools for the new goals. "Each country is focusing on problem solving and applications in mathematics," said Carl. "We're all trying new ways or alternative assessments.... portfolios as well as projects for youngsters." Secretary Alexander said that Vermont is taking a lead in this country in portfolio assessments. [Contact: Elizabeth Rand, Vermont Department of Education, 120 State St., Montpelier, VT 05620]

Theresa Hernandez-Heinz added: "We have a number of ways of accessing our students...open-ended questions...teacher observation...oral presentations, listening to the students explain how and why they got their answers...individual assessments." She said the school also gave the SAT, as a rough measure, and the students did as well, if not better, as the control groups.

Salem Asks About Dollar Support

Gloria Jennings, Salem County, New Jersey, asked how Salem County, one of the poorer counties in New Jersey, can compete in math and science without computers and other high-tech equipment.

Secretary Alexander referred the caller to Eve Bither at the Department's Office of Educational Research and Improvement [through 1-800-USA-LEARN] for help in determining whether her community might qualify for some federal programs. "Second, I'd look for local business contributions," said the Secretary. "Third, I'd call Walter Amprey, superintendent in Baltimore who made a partnership with a private company to operate nine public schools and for the same amount of money put two teachers in every classroom and $3-400,000 of computer technology into every school." [Contact: Office of the Superintendent, Baltimore City Public Schools, 200 E. North Ave., Rm. 405, Baltimore, MD 21202]

A Community Checklist for Reaching Goal 4

1. Ask your education officials if your schools are using the world-class math standards developed by the National Council of Teachers of Mathematics (NCTM). If not, ask why not. [Contact: NCTM, 1906 Association Drive, Reston, Virginia 22091; 703-620-9840]
2. Let your school board know that world-class science standards should be ready by 1994-95, and it's not too early to begin preparing for them. [Contact: National Academy of Sciences, Ginny Van Horne, 2101 Constitution Ave. NW, Washington, D.C. 20418, 202-334-3310]
3. Make sure there is community support for teacher preparation and retraining in math and science.
4. Work with local colleges, universities, businesses and museums on ways they can help with math and science.

John Richards said that one thing his NASDC design team has looked at "is that if you rethink your curriculum so you're not basing it totally around textbooks and...to look at projects like 'The Pit and the Pendulum,' then the use of computers and technology is something that can be amortized over time...[and] is a lot less expensive."

Newark Wants More on Teacher Retraining

Lanny Paschall, Newark, New Jersey, asked if teachers currently teaching should be required to go back to school and take additional courses and what types of assistance is available.

Iris Carl said it would be impossible to send every teacher back to the university to get ready for new assignments in the short-term: "We're recommending that each school district be a part and a party to a new staff development model....The National Council of Teachers of Mathematics has many publications that would help ...universities are now focused on working with schools to make that happen....local math organizations are providing workshops held on Saturdays and after school...[to] improve teaching and address standards."

Theresa Hernandez-Heinz pointed out that San Francisco's Interactive Math Project provides a week in the summer for in-service training; five release days during the school year for in-service:

"The New Stanley School in Kansas City is open 11 months a year," said Secretary Alexander. "What they do there is keep the children eight or ten weeks...then send the children home for a week...then the teachers have a week to plan their curriculum, to train themselves to learn what to do..." [Contact: New Stanley School, 36th and Metropolitan Sts., Kansas City, KS 66106.]

Durango Asks About Community Attitudes

Ann Butler, Durango, Colorado, asked about changing community attitudes toward math and science.

Secretary Alexander said: "[That] is exactly what we're doing tonight....the largest town meeting that anybody knows in this country's history — 2,700 communities...with the support of the all of the governors... Democrats as well as Republicans, and the President.

John Richards added: "What you have to do [in part] is involve...not just the parents, but the community. For us in particular, students get a personal growth plan that they design with the parents with the teacher that's continually...reviewed.... In addition, students are going to be taking computers home [to]..dial into the school [and] parents can dial into the school and...access the network and...projects."

"Many AMERICA 2000 Communities have a Goal 4 Task Force which helps the whole community understand that what children are learning today in math and science is very different than...10, 15, 20 years ago," said Secretary Alexander.

Plaquemine Asks About Post Election AMERICA 2000

Lisa Batts, Plaquemine, Louisiana, asked a two part question: 1) Is the AMERICA 2000 momentum enough to continue if George Bush is not reelected; and 2) What role has California played in helping to implement the math and science changes in San Francisco's schools?

Secretary Alexander responded: "Obviously, I feel that the trains are moving down the track and with the President as the engineer they'll move a lot faster....When we created AMERICA 2000, it was a partnership with all of the governors, including the Democratic governors.... President Kennedy said, 'Let's go to the moon'; Richard Nixon was President when we finally got there. So by the time we reach these goals we may have two or three more Presidents, but we hope they all, and all the governors, will work on them."

— *See Goal 4, page 4*

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FIRST CLASS

Goal 4, continued

Theresa Hernandez-Heinz responded to the caller's second question about state support of San Francisco's math programs: "California has just published its California Mathematics Framework. It came out in 1992, and California is...calling for proposals so we can implement...the national standards and...the framework....California...is leading the nation in trying new ways of assessing our students and supporting...efforts teachers are making right now...."

Secretary Alexander added: "California has taken the lead in creating what educators call 'Curriculum Frameworks'...not federal standards — nobody in Washington has told anybody to do them — just an agreement about what children ought to know and be able to do....The states create the frameworks, and the teachers decide how to help the children move to the standards."

Union Wants to Know About Science Standards

Dr. Richard Rice, Union, New Jersey, asked what initiatives are under way to implement science standards along the lines of the NCTM math standards.

Secretary Alexander responded: The federal government under the Energy Secretary has refocused two billion federal dollars on teacher training for math and science; there is the Eisenhower Grant programs which are being increased to help with that...and we're borrowing the leadership of the mathematics teachers to help set similar standards in the sciences, in geography, in English and a variety of other subjects. [For a list of standards projects, contact: 1-800-USA-LEARN.]

Kingsville Wants to Recognize Student Excellence

Rick Pace, in Kingsville, Texas, asked about national incentives to recognize students who excel in math and science.

Iris Carl responded: "We're finding in many schools, the schools themselves are creating special assemblies and special awards in mathematics and the other disciplines that begin to parallel...athletics."

Theresa Hernandez-Heinz added: "In our [three core] high schools we [have] the students meet together at an end-of-the year picnic. Just the fact that they're meeting for a mathematics program — and not an athletic activity — was something new."

John Richards said: "When you're done with a project; when you're done with something, so often in mathematics it gets thrown away or filed away....we've been looking at...how students can publish work... [and] in the TV studio have it closed-circuit broadcast within the school. That...isn't just frills, it's a serious presentation."

Dayton Asks About Hands-on vs. Traditional Learning

Thomas Matczynski, Dayton, Ohio, said that Dayton is in the third year of a K-12 science redesign partnership ....focusing on hands-on learning and science process skills. He asked how to reconcile the need to teach hands-on skills with traditional learning accountability demands.

Iris Carl responded: "I think that the American Association Advancement of Science has a [national] program...which... looks at the ways in which hands-on science should be taught...." [Contact AAAS, 1333 H St.. NW, Washington, DC 20005.]

Secretary Alexander added: "Ohio is ahead of most states [in that it has] given the education commissioner complete freedom to waive rules and regulations that get in the way...For example Reynoldsburg, Ohio [has] taken some of the state rules off and they now have math and science classes that are two and three hours long; they integrate the teaching of math and the sciences.... [Contact Office of the Superintendent of Public Instruction, 65 S. Front St., Rm. 808, Columbus, OH 43266.]

Don't Forget!
Dallas Regional Workshop, Nov. 19-20
CALL 1-800-USA-LEARN

Standards, continued

Technologies Department at Bolt, Beranek and Newman Labs in Massachusetts, used Boston Harbor as an example. "If the students want to look at...the effect of the clean-up of the Boston Harbor, then they have to gather information...present [it]...look at some of the statistics and...at different ways of representing data."

[For information on the Interactive Math Project, contact: Theresa Hernandez-Heinz, Parkside Center, 2550 25th Ave., San Francisco, CA, 415-731-8048 or Mary Jo Cittadino, University of California, Berkeley, California 94720 or call 510-642-0738. For information on the Co-NECT School Design Team, contact Dr. John Richards, Bolt Beranek and Newman, 10 Moulton Street, Cambridge, MA 02138. For information on the NCTM math standards or the NAS science standards, refer to the box on page 3 of the newsletter.]

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NEWS IN BRIEF...

World Class Standards for English in the Works...

The Department of Education has announced a grant to a consortium of professional organizations to develop voluntary World Class Standards for English education in U.S. elementary and secondary schools.

The $360,542 grant, to the consortium composed of the University of Illinois Center for the Study of Reading, the National Council of Teachers of English and the International Reading Association, will support the first year of an expected three-year effort to develop voluntary standards for English, including literature and reading.

The announcement brings to six the standards-setting projects the department, and other agencies, are supporting in science, history, the arts, civics, geography and now English. In addition, the National Council of Teachers of Mathematics is helping teachers in at least 40 states to use the new math standards in their classrooms. [For a listing of the standards projects and contacts, call 1-800-USA-LEARN.]

South Carolina Ties Ed Services to the Goals

South Carolina has reconfigured its listing of state instructional television resources to correlate to the six National Education Goals. The booklet, "South Carolina 2000...Getting There with Instructional Television," was jointly produced by the State's Department of Education and South Carolina ETV. In January, the state expects to release a similar booklet tying professional staff development resources to the National Education Goals . For more information, contact: Pamela Pritchett, S.C. Office of Instructional Technology Development, 1106 Rutledge Bldg.; Columbia, South Carolina 29201; 803-734-8095.

MINNESOTA 2000 Schedules Regional Workshops

Minnesota has scheduled five workshops to help communities and school districts design action plans to achieve the six National

See News in Brief, next page

AMERICA 2000

NUMBER 41, WEEK OF NOVEMBER 9, 1992 U.S. DEPARTMENT OF EDUCATION

National Education Goal 5

Literacy and Lifelong Learning to be Focus of Satellite Town Meeting

National Education Goal 5 — every adult literate and able to compete in the work force — is the focus of the next AMERICA 2000 Satellite Town Meeting, Tuesday, November 17, at 8:30 p.m., EST. Moderated by Secretary Lamar Alexander, the 60-minute meeting will feature:

- Donna Lane, assistant commissioner, Oregon Office of Community College Services, whose office has undertaken the Oregon Literacy Survey to measure adults' functional skills and has begun a statewide effort to develop curriculum and assessments for adult education programs.
- Benita Somerfield, president, Simon and Schuster Workplace Resources, and also executive director of the Barbara Bush Foundation for Family Literacy, which supports intergenerational literacy programs and promotes family reading.
- Edward W. Bales, director of education for Motorola Inc.'s, Motorola University which helps train all 105,000 Motorola employees in classes that range from 7th grade math to graduate-level business instruction.

The meeting, will also feature the new Ad Council campaign, "Keep the Promise," which focuses on the need for education reform and the National Education Goals. The campaign is jointly sponsored by the U.S. Department of Education and the Educational Excellence Partnership, made up of the Business Roundtable, the National Alliance of Business, the American Federation of Teachers and National Governors Association.

Join the Next Satellite Town Meeting...

The next AMERICA 2000 Satellite Town Meeting will take place on Tuesday, November 17, 8:30 p.m-9:30 p.m., EST. A test signal will begin at 8 p.m.

C-Band: Galaxy 6; Transponder/ Channel 24; vertically polarized; Downlink frequency, 4180; MHz; Audio subcarrier: 6.2 and 6.8

Ku-band: SBS-6; Transponder / Channel 10; vertically polarized; Downlink frequency 11945.5 MHz; Audio subcarriers: 6.2 and 6.8

Final Workshop for the Year

Agenda Set for Dallas Regional Leadership Workshop

National and local community leaders from the Southwest will discuss their experiences in working toward the National Education Goals during the AMERICA 2000 Leadership Workshop in Dallas, Texas, November 19-20.

The meeting, the final of five workshops planned for 1992, is designed for local leaders who are interested in starting or further developing an AMERICA 2000 initiative in their communities. Panel and small group discussions are planned for such topics as New American Schools, meeting the AMERICA 2000 four-part community challenge, and local chambers of commerce that are "breaking the mold."

To register for the Dallas workshop, call 202-401-0039 or 1-800-USA-LEARN.

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FIRST CLASS

NEWS IN BRIEF, continued

Education Goals. Workshops are scheduled for Grand Rapids, November 18; Marshall, November 23; St. Cloud, November 30; Fergus Falls, December 1; and Rochester, December 9.

[Contact: Minnesota 2000; 550 Cedar Street; 853 Capitol Square Building; St. Paul, MN 55101-2273; 612-296-2822.

Griffin-Spalding Charts Calendar

GRIFFIN-SPALDING 2000 (Griffin-Spalding, Georgia) is using the school system's 1992-93 school calendar as a communications vehicle for its AMERICA 2000 strategy — goal by goal, including information on accountability/rankings, school finances, and parental/community support opportunities. [For more information, contact Griffin-Spalding County Schools, PO Drawer N — Griffin, Georgia 30224]

AMERICA 2000 RESOURCES

The U.S. Department of Education has developed an AMERICA 2000 Community Notebook, which contains information and ideas on what other communities are doing to meet the four-part challenge: Copies will be available within the next several weeks. To order a copy, contact 1-800-USA LEARN. Among other AMERICA 2000 resources available to communities:

- **AMERICA 2000 Coalition** is a non-profit, private sector alliance of more than 50 national organizations to promote the achievement of the six National Education Goals, community by community. Contact the AMERICA 2000 Coalition, 202-835-2000.
- **"A+ for Breaking the Mold" Award** is given daily by Secretary Alexander to innovative schools and projects across the country. Call 1-800-USA-LEARN to listen to a taped conference call featuring the day's award or 202-401-2571 for a listing and summary of all "A+" awards to date.
- **AMERICA 2000 Newsletter, Videotapes, Publications** describe the AMERICA 2000 strategy, a community checklist, meeting the four-part challenge, etc. Call 1-800-USA-LEARN for more information.
- **New American Schools Development Corporation (NASDC)** is a private, nonprofit corporation run by American business leaders and others that selected 11 design teams to provide blueprints for communities to reinvent their schools. Contact NASDC, 703-908-9500.
- **U.S. Chamber of Commerce** and more than 1,000 of its local chambers have pledged to help communities reach the National Education Goals. For more information and information about a publication highlighting local chamber education initiatives, call the Center for Workforce Preparation and Quality Education, 202-463-5525.

The National Education Goals in Brief...

By the year 2000:

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
4. U.S. students will be first in the world in science and mathematics achievement.
5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

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keep the PROMISE

New Education Campaign to Tap AMERICA 2000 Resources

AMERICA 2000 communities across the country will be important resources in a new national public service advertising campaign, launched on November 17 by a business/education coalition with support from the U.S. Department of Education.

The "Keep the Promise" campaign is sponsored by the Department of Education and the Educational Excellence Partnership, which includes The Business Roundtable, the National Governors' Association, the American Federation of Teachers and the National Alliance of Business. The centerpiece of the campaign is a series of television, radio and print ads produced by Young and Rubicam and the Advertising Council that issue a nationwide call to action to set and meet higher standards in education and to "Keep the Promise" of a good education to America's children.

A state-by-state listing of AMERICA 2000 Communities and local school reform efforts will be included in information materials for people who respond by calling a special toll-free number (1-800-96-PROMISE) for information on how to become involved in transforming their local schools. To encourage your local media to include "Keep the Promise" advertising in their public service plans, contact your newspaper, radio and television community or public affairs offices.

NEWS IN BRIEF...

OMAHA 2000 Issues New Report

On October 28, OMAHA 2000 released a preliminary report on what the community has learned since its kickoff last year. The report is organized around the six National Education Goals and outlines the status of community efforts and strategies to achieve the National Goals. Nearly 200,000 copies of the report were distributed free to the community courtesy of OMAHA 2000 chair and newspaper publisher John Gottschalk and the Omaha World Herald. [Contact: Connie Spellman; Greater Omaha Chamber of Commerce; 1301 Harney St; Omaha, NE 68102]

Wal-Mart Managers Call AMERICA 2000 "the Right Thing"

An overwhelming majority of Wal-Mart managers (81 percent) consider AMERICA 2000 "a

See News in Brief, page 4

AMERICA 2000

NUMBER 42, WEEK OF NOVEMBER 23, 1992 U.S. DEPARTMENT OF EDUCATION

Alexander Cites the Record

President Bush Set Historic Partnership and New Education Agenda

In a speech before the Ohio School Boards Association on November 5, Secretary of Education Lamar Alexander summed up President Bush's leadership in education reform. Following are excerpts of his remarks:

When the dust settles, and the history books are written, President Bush's leadership in education will be among his most significant contributions.

He did what a President can do best — set a national agenda for change and to make things happen.

And because he did it in partnership with the nation's Governors, his contributions will be lasting.

The bi-partisan partnership between the President and the Governors set the agenda for American education for the rest of this century. One of the Governors who helped set that agenda is now the President-elect.

I was chairman and Bill Clinton was vice-chairman of the National Governors Association in 1985-86 when, for the first time, the Governors devoted an entire year to a single subject: education. We produced a report, "Time For Results," in which the Governors offered to "horsetrade" with educators — fewer regulations for more results.

The Governors and the President formed a partnership in 1989 at the education summit in Charlottesville. Governor Clinton was one of those who worked with the President to set six ambitious National Education Goals for the year 2000. Our nation had never before had such goals.

Since 1989 a lot has happened to move this country toward those goals. My direction from the President is to do everything we can to make a clean hand off to Governor Clinton so he can continue the work. He will have his priorities, his style, his stamp, his new ideas. But I would be the most surprised person in town if Bill Clinton did not continue to advance the agenda created by the partnership between the President and the Governors.

Let me be specific.

Forty-four states have joined AMERICA 2000, the community-by-community challenge to reach the goals. ARKANSAS 2000 is one of those.

Next Tuesday night [November 17], 2700 communities will participate in the monthly AMERICA 2000 Satellite TV town meeting — 2700 communities working together to reach the goals, including more than thirty ARKANSAS 2000 communities.

The New American Schools Development Corporation has raised its first $50 million to give to 11 design teams that will help communities create "break-the mold" schools.

Clinton advisers Marc Tucker and Mike Cohen are among the design teams. The corporation itself is private, bi-partisan and will continue.

We have created and funded task forces to establish national standards about what children should know and be able to do in the sciences, English, history, geography, the arts and civics. These standards will be available by 1994-95. Math is already done.

A consensus has been created and the first steps taken toward a voluntary national examination system.

A new AMERICA 2000 Coalition of more than 70 non-profit organizations and business groups is helping communities succeed.

Working with states, the federal government is freeing teachers of excessive regulations — despite resistance by Congress.

The President's own agenda has sometimes been bolder than that of the partnership.

Gallup says 70 percent of Americans now favor a proposal like the President's "GI Bill for Children" which would give $1000 federal scholarships to children of middle- and low-income families to spend at any school or other academic program, public, private or religious.

See Historic, page 4

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More "A+ for Breaking the

Schools in Boston, Kansas City and Queens, N.Y., are among the most recent recipients of Secretary Lamar Alexander's "A+ for Breaking the Mold" award — given daily to innovative schools, programs or practices that are making progress toward reaching the six National Education Goals. The "A+" award program began on September 1 and will continue through the end of the year. Following are descriptions of the "A+" award winners announced during the end of September and throughout the month of October:

Using Computers to Break the Mold

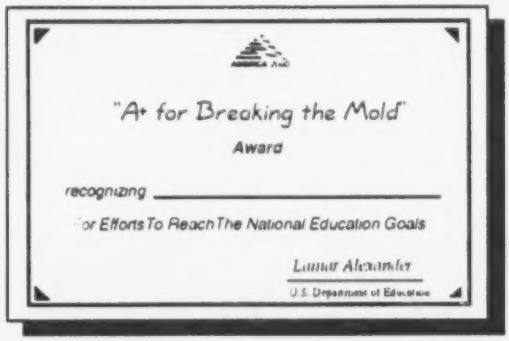
September 28: Co-NECT School Design Team, Boston, Mass., for its plan to use computers and other technologies to help students learn. Co-NECT, which stands for "Cooperative Networked Educational Community for Tomorrow," was one of 11 design teams selected for funding by the New American Schools Development Corporation (NASDC). Under the design, the teacher works as a manager-facilitator —working with groups of students engaged in projects. [Contact: Dr. John Richards, Bolt Beranek and Newman, Inc., 10 Moulton Street, Cambridge, MA 02138]

Kansas Elementary School Grade with Progress Reports

September 29: New Stanley Elementary School, Kansas City, Kan. The school uses progress reports instead of traditional grades, team teaching and an extended school year. The extended year allows for staff development and training. The success at New Stanley has led to a district-wide sharing of these ideas and strategies. [Contact: Dr. David Lusk, superintendent, Kansas City, Kansas, Public Schools, 625 Minnesota Avenue, Kansas City, KS 66101]

Using Report Cards to Measure School Success

September 30: Cave Creek, Ariz., for its method of measuring school success. Cave Creek established the Management Accountability and Progress project, which examined such things as test scores, parental involvement and teacher morale. As a result of the findings, a new dialogue between the community and the schools has developed, and improvements have begun. [Contact: Dr. David Alexander, superintendent, Cave Creek Unified School District, P.O. Box 426, Cave Creek, AZ 85331]



Each recipient of the "A+ for Breaking the Mold" Award receives a certificate and bookmarks for the students.

New York College Helps At - Risk Students

October 1: LaGuardia Middle College High School, Queens, N.Y., for a collaborative effort with LaGuardia Community College that is helping at-risk students stay in school. Students with a history of long-term absences and other problems attend the school and have full access to the college's facilities. They can also start college classes as early as the 11th grade. The success of the program is evident in the dropout rate, which is below the average for all of New York City's schools. Students also take internships to determine interest in such fields as health care and law enforcement. [Contact: Janet Lieberman, The Center for At-Risk Students, LaGuardia Community College, Long Island City, NY 11101]

Pairing Senior Citizens with Students

October 2: Teaching-Learning Communities, Ann Arbor, Mich., for its program that pairs adult volunteers with at-risk students. School officials in Ann Arbor said the mentors not only send a positive message to these students, they also stay with students throughout their academic careers. The program is also expanding into an "Operation Graduation" effort which will help students make the transition from school to the job market. [Contact: Carol Tice, Teaching-Learning Communities, Ann Arbor Public Schools, P.O. Box 1188, Ann Arbor, MI 48106]

Linking Schools Through Technology

October 5: Carrollton City Schools, Carrollton, Ga., for its leadership in bringing innovative technology to the classroom. All schools, with the help of Georgia Tech, are electronically linked, giving students more opportunity for individualized learning through classroom computer technology. School officials say it is more cost effective to maintain computer learning systems than to constantly update and purchase new textbooks. [Contact: Tom Upchurch, superintendent, Carrollton City Schools, 123 Brown Street, Carrollton, GA 30117]

Teaching Science in a Non - Traditional Manner

October 6: The Scope, Sequence and Coordination project, Houston, Texas, for its innovative middle and high school science program. The project combines the four main science disciplines — biology, chemistry, physics, and earth-space science — and explores them together. Students do a variety of hands-on experiments with teachers receiving ongoing training to keep up with the program. In addition, teachers have developed a network where they are in constant contact with each other. [Contact: Linda Crow, project director, Scope, Sequence and Coordination project, Baylor College of Medicine, One Baylor Place, Houston, TX 77030]

Magnet School Specializes in Science

October 7: Kiser Middle School, Dayton, Ohio, for its curriculum, which specializes in the study of environmental science and space studies. Housed within the school is the Challenger Space Center, where all Dayton sixth and eighth grade students learn space science. All subjects, including reading and social studies, are presented in relation to science and scientific activities. [Contact: Bud Martin, principal, Kiser Middle School, 1401 Leo Street, Dayton, OH 45401]

North Carolina Students Excel in Math and Science

October 8: North Carolina School of Science and Mathematics, Durham, N.C., for its work in helping students achieve high marks in math and science. The school has an enrollment of 550 high school juniors and seniors, selected from all parts of the state. Students take a challenging schedule of courses, ranging from pre-calculus to biology to foreign language. [Contact: Dr. Steve Warshaw, NCSSM, Box 2418, Durham, NC 27715]

Preparing Students for College or High - Tech Jobs

October 9: Cass Technical High School, Detroit, Mich. The school of choice, first established in 1906, is actually 20 different schools in one building, with students focusing their studies in a variety of fields —

Mold" Awards Announced

engineering, science, and fine arts — to name a few. Cass Tech students consistently score at or above the 95th percentile on standardized tests, partly due to the 52 Advanced Placement courses offered at the school. [Contact: Dr. David Snead, principal, Cass Technical High School, 2421 Second Avenue, Detroit, MI 48201]

Expeditionary Learning Design Team Cited

October 13: Expeditionary Learning Design Team, Boston, Mass., for taking hands-on learning an extra step, offering challenges and problems for students to solve in real life. The program, selected for funding by NASDC, is similar to an "Outward Bound" program. When the program begins, students will attend school in multi-year cycles, and will present a variety of research reports on problem solving. Students, for example, will visit museums, businesses and community-based agencies as part of the subject students will be studying. [Contact: Meg Campell, Expeditionary Learning Design Team, 122 Mount Auburn Street, Cambridge, MA 02138]

Indiana School District Sets Up Computer Network

October 14: Westfield-Washington School Corporation, Westfield, Ind., for its innovative method of bringing high technology to the classroom. Each school in the district is linked through a fiber-optic network. In addition, the school has set up a voice mail system, where parents can check on homework assignments and school activities. [The school's goal is to address higher level thinking skills instead of just rote.] [Contact: Dr. Jeffrey Heier, superintendent, Westfield-Washington School Corporation, 322 W. Main Street, Westfield, IN 46074]

Providing Training for At - Risk Students

October 15: Partnership Academies, Redwood City, Calif., for providing both academic and vocational training for students at risk of dropping out of school. Teams of teachers covering these courses stay with students through the three-year program. Community businesses provide mentors to students, and summer work is available for juniors and seniors. Partnership Academies' success in the "Silicon Valley" of California has led to an expansion of the program throughout the state. [Contact: Marilyn Raby, Partnership Academies, Sequoia Union High School District, Redwood City, CA 94062]

Astronomy Theme in Alabama School

October 16: West Forest Intermediate School, Opelika, Ala., for its "Project Space." Student progress is tracked with personal portfolios containing their best stories, poems and projects. The school also encourages peer group study and parental involvement, providing continuous parental workshops, including a Saturday parent college. According to the school principal, 80 parents volunteered to assist the school last year, compared to five the previous year. [Contact: Cheryl Deaton, Opelika City Schools, P.O. Box 2469, Opelika, AL 36803-2469]

Helping Students in Inner - City Cleveland

October 19: Project SMART, Cleveland, Ohio, for its work in helping to give disadvantaged students a smooth transition from high school to employment or college. Unlike similar programs, Project SMART begins in the 9th grade, and allows students to partake in apprenticeships with area high-tech employers. SMART stands for School of Manufacturing and Automotive-Related Technology. [Contact: Carol Gibson, Cleveland Initiative for Education, Suite 825, Transohio Tower, 2000 East 9th Street, Cleveland, OH 44115]

Core Knowledge Curriculum Recognized

October 20: Mohegan Elementary, Bronx, N.Y., and Three Oaks Elementary, Fort Myers, Fla., for adopting the Core Knowledge curriculum created by University of Virginia professor E.D. Hirsch. The program aims to impart basic knowledge that all American school children should share to help them succeed academically and socially. At both schools, student test scores have risen and discipline problems are down dramatically since the curriculum was established. [Contact: Core Knowledge Foundation, 2012-B Morton Drive, Charlottesville, VA 22901]

Educating Non - English Speaking Students

October 21: Hollibrook Elementary School, Houston, Texas, a Hank Levin Accelerated School. The school has two teachers in every classroom, presenting material in both English and Spanish. The school's goal is to have all students bilingual by the fifth grade. Teachers and students remain together for several grades. [Contact: Roy Ford, principal, Hollibrook Elementary, 3602 Hollister, Houston, TX 77080]

Iowa Organization Works for Education Reform

October 22: New Iowa Schools Development Corporation (NISDC), Des Moines, Iowa, for its efforts in helping educators in the state reach the National Education Goals. The private, nonprofit corporation will provide financial and technical support to schools that have submitted proposals for school reform. Members of the Iowa Business and Education Roundtable are working with NISDC to develop standards listing the skills entry-level workers need. [Contact: Gerry Ott, executive director, NISDC, 4025 Tonawanda Drive, Des Moines, IA 50312]

Extended School Program Helps Parents and Students

October 23: Extended School Program, Murfreesboro, Tenn., for its unique before-and-after school program. The program starts at 6 a.m. until school begins, and resumes after school until about 6 p.m. when students learn foreign languages or music, and can play sports. No taxpayer money is used to foot the bill for the new program — which has operated for six years without federal or state financial support. [Contact: Becci Bookner, ESP, 400 North Maple Street, Murfreesboro, TN 37133]

Helping Students Excel in the Arts and Humanities

October 26: PROPEL program, Pittsburgh, Pa., for helping students master the arts and humanities. The project uses a "process folio" containing notes, draft work and peer feedback to determine student progress. Students look at their own process from start to finish, with the curriculum centering around artistic production, perception and reflection. The form of learning is also being introduced in other subjects, including math and science. [Contact: Joanne Eresh, Pittsburgh Public Schools, 314 South Bellfield Ave., Pittsburgh, PA 15213]

South Carolina's 12 Schools Project Honored

On October 27: 12 Schools Project, South Carolina. The project chose 12 schools in the state to develop their own assessment system. The object was to improve student performance by developing new ways to measure students' knowledge and skills. Teachers in the 12 schools are using more group projects and cooperative learning in their classrooms. In addition, outside funding has provided for high tech methods of learning. [Contact: Joe Bedenbaugh, principal, Lexington High School, 4263 Augusta Highway, Lexington, SC 29072]

New York School Promotes Cooperative Learning

On October 28: West Ridge Elementary School, Greece, N.Y., for its innovative method of grouping students into "fami-

See Break-the Mold, page 4

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AMERICA 2000

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FIRST CLASS

Break-the-Mold *continued*

lies" of 75 children. These families stay with the same teachers through three grades. School officials say this offers students more cooperative learning opportunities and gives teachers a better understanding of their students' strengths and weaknesses. The school has also established a partnership with IBM, allowing for more technology in the classroom. [Contact: Debbie Johnson, West Ridge Elementary Schools, 200 Alcott Road, Rochester, NY 14626]

Trenton's Project Safe Haven Recognized

On October 29: Project Safe Haven, Trenton, N.J., for its work in providing inner-city residents with safe educational and recreational activities on evenings and weekends. Project Safe Haven is part of Trenton's Weed and Seed program, designed to combat drug abuse and gang activity. The Safe Havens are based in public school buildings, and offer a variety of after-hours programs. The program is looking to add health and counseling services to the centers. [Contact: John Bailey, Project Safe Haven, 319 East State Street, Trenton, NJ 08609]

Lifelong Learning Program Targets Workers

On October 30: Motorola University, Schaumburg, Ill., for its efforts in helping employees develop the skills they need to be competitive in the world market. Employees at Motorola are required to attend classes for at least 40 hours per year. Productivity has increased dramatically at Motorola since the program began in 1980. [Contact: Ed Bales, Motorola University, Galvin Center for Continuing Education, Schaumburg, IL 60196]

Historic, *continued*

Barbara Bush has given enormous visibility to improving literacy. A new National Institute for Literacy has been established.

Federal spending for education during the Bush years increased more rapidly than state spending. Head Start funding doubled, making the program available to all eligible four-year-olds. A new $100 billion five-year Higher Education Act increased the number of grants and loans for college students and the funding for them. Two billion dollars of federal funds have been refocused on teacher training for math and science, and new national teacher training academies have been approved. In 1992 more new federal dollars went into the Education Department (aside from entitlements) than into any other department.

My only regret is that we ran out of time. There are no soundbites, quick fixes or silver bullets that change schools. It takes time to persuade people that creating the best schools in the world is not a spectator sport — entire communities must get involved. Our goals are for the year 2000. With more time and the help of thousands of AMERICA 2000 communities, I believe we could even have persuaded Congress to join in our coalition for change!

Still, I am optimistic. The goals are set. AMERICA 2000 communities are taking root, break-the-mold schools are popping up everywhere, national standards and testing will happen, the ideas of autonomy for schools, less red tape for teachers and more choices for parents have been greatly advanced. The President's partnership with the Governors is secure, and one of the Governors is the President-elect. President Kennedy said, "Let's go to the Moon." But Richard Nixon was President by the time we got there. In the same way, while they both helped get things started, neither George Bush nor Bill Clinton is likely to be President when America reaches its National Education Goals.

NEWS IN BRIEF, *continued*

worthwhile endeavor" for their company and the community to support, according to an internal survey taken of 1656 stores after the October 13 Satellite Town Meeting. More than 1130 Wal-Mart stores across the country downlinked the broadcast and invited local community leaders and educators to participate, as well.

Among other findings: 80 percent of the stores indicated that the broadcast provided useful information; 77 percent said they understand how to accomplish the goals; and 79 percent considered Wal-Mart an effective communications vehicle for AMERICA 2000.

The National Education Goals in Brief...

1. All Children Ready for School
2. 90% Graduation Rate
3. All Children Proficient in at Least Math, Science, English, History, and Geography
4. First in the World in Math and Science
5. Every Adult Literate and Able to Compete in the Work Force
6. Drugs and Violence Out of Schools

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January Town Meeting to Focus on Miami's Project Phoenix

Miami 2000 and Project Phoenix will be the feature of the next AMERICA 2000 Satellite Town Meeting, Tuesday, January 12, 1993, at 8:30-9:30 p.m., EST. Project Phoenix will create more than 60 new break-the-mold schools as part of rebuilding efforts following the devastation caused by Hurricane Andrew last August.

Secretary Lamar Alexander will discuss Project Phoenix with three Dade County education leaders: Octavio J. Visiedo, superintendent of the Dade County (FL) Public Schools; Pat L. Tornillo, Jr., executive vice president of the United Teachers of Dade and president of the Florida Education Association/United; and Janet McAliley, chairperson of the School Board of Dade County.

The January Satellite Town Meeting is the first in a series of meetings which will focus on case studies and outstanding examples of how AMERICA 2000 communities are working to reach the goals. February's meeting will highlight OMAHA 2000.

Use the following coordinates to join the next Satellite Town Meeting on January 12.

Note: KU-Band will not be used this meeting.

C-Band: Galaxy 6, Transponder 7, Horizontal polarization, Downlink frequency 3840 Mhz, Audio subcarrier: 6.2 and 6.8.

For more information, contact 1-800-USA-LEARN.

AMERICA 2000

NUMBER 39, WEEK OF DECEMBER 14, 1992 U.S. DEPARTMENT OF EDUCATION

National Education Goal 5

Lifelong Learning and Literacy Focus of Satellite Town Meeting

America's main adult education problem is *low* literacy, not illiteracy, observed literacy expert Benita Somerfield during the November 17 Satellite Town Meeting. Somerfield joined Education Secretary Lamar Alexander, Oregon community college official Donna Lane and Motorola training executive Edward W. Bales in discussing National Education Goal 5: "By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."

"We're talking about the reading...writing...problem-solving skills that adults need to...be productive citizens...good parents," said Somerfield, president, Simon and Schuster Workplace Resources and executive director of the Barbara Bush Foundation for Family Literacy. "Those are getting to be some pretty complicated skills."

Somerfield estimated that some 30 million adult Americans have low literacy problems, noting that hard numbers do not currently exist. "One of the wonderful things that's happened...is that we are going to finally have a National Adult Literacy Survey. We are going to look at how literate this nation is...look at it at regular intervals...so we'll be able to see what kind of progress we are making toward Goal Five." [Contact: Benita Somerfield, Simon & Schuster, 15 Columbus Circle, New York, NY 10023]

Donna Lane, assistant commissioner, Office of Community College Services, observed that community colleges across the country are becoming important resources for communities in reaching Goal 5. "Community colleges are probably the most diverse education literacy system there is," said Lane. "In some communities, we have as much as 40 percent of our population in developmental studies and basic skills...." Lane said that the average age of Oregon community college students is 30 years old. [Contact: Dr. Donna Lane, Oregon Office of Community College Services, 700 Pringle Parkway SE, Salem, OR 97310]

Ed Bales, director of education for Motorola University, said that changes are happening so quickly in the workplace, the current educational system can't keep up. Bales directs one of the nation's most advanced workplace programs, which helps train all 105,000 Motorola employees in classes ranging from remedial to post college-graduate level. He used cellular telephones as an example of the quickly changing technology. "The model that we introduced three years ago on a robotics line was touched 15 times by human beings...the newest model we have is touched four times," said Bales. "[Humans] are really there to problem solve...[with] a whole new level of skills and expectations...." [Contact: Ed Bales, Motorola University, 1303 East Algonquin Road, Schaumburg, IL 60196]

NEWS IN BRIEF...

How-to Books for Parents Released

The Education Department has released two new books which offer tips to parents on how they can help their children achieve in school: *Helping Your Child Get Ready for School*, aimed at parents of children from infancy through age five, and *Helping Your Child in School*, designed to help parents with school-age children achieve academically. For a pamphlet on how to purchase these and other booklets in the parenting series (e.g., *Helping Your Child Learn Science*) contact 1-800-USA-LEARN.

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Communities Talk Goal 5:

More than 2,700 communities participated in the sixth AMERICA 2000 Satellite Town Meeting on November 17, which focused on National Education Goal 5, literacy and lifelong learning. Following are excerpts from the phone-in segment of the meeting:

Columbia Asks About Adults and Literacy Reform

Elaine Wood, Columbia, South Carolina, asked about steps states have taken to bring parents and other adults into literacy reform efforts.

Benita Somerfield, president, Simon and Schuster Workplace Resources and executive director of the Barbara Bush Foundation for Family Literacy, responded: "....One of the things we do [with the Barbara Bush Foundation] is build programs that work with both the parent and the child, developing the literacy skills of the parent, the pre-reading skills of the child....Over the past three or four years, we have seen tremendous growth in the number of programs that are inter-generational in this way...the new [federal] Even Start Act that has been funded, I believe, at about $70 million now, and those programs are springing up all around the country."

Secretary Alexander asked the panelists about their experience with communities applying for an Even Start grant. "I happen to be the state contact for our state," said Donna Lane, assistant commissioner, Oregon Office of Community College Services. "We have a limited amount of money in each state...a state contact person....We really truly believe we are not going to change the family and the literacy of that child unless you also work with the chief caregiver. In Oregon, the mother, or the caretaker, or whoever, comes to school with the preschoolers, the Head Start child, and they both learn...." Secretary Alexander added that a community can call the governor's office for the name of the state Even Start coordinator. [Contact: Pat McKee, Office of Compensatory Education Programs, U.S. Department of Education, 202-401-1692]

Ed Bales, director of education for Motorola Inc.'s workplace university for employees, added: "One of the partnership programs that Motorola is involved with is providing parenting training on company time to help our employees...."

Cobb County Asks About Literacy and the GED

Pam Lord, Cobb County, Georgia, asked about whether a system exists to help learning disabled adults who need special testing to pass the GED.

Benita Somerfield responded: "If you are talking about GED training and the best programs, the best source is to call the GED Testing Service in Washington, D.C....part of the American Council on Education (ACE). [Contact: ACE, 1 DuPont Circle, Washington, D.C. 20036]." Somerfield also recommended contacting the state directors of adult education to see what kind of programs are available in each state.

Cochilla Valley Praises Dyslexia Foundation

Juniel Esmeralda, Cochilla Valley, California, drew attention to the fact that the Cochilla Valley 2000 Committee has the resources of Stoney or Gloria DeMent, program directors for the National Dyslexia Research Foundation. "We feel it is an excellent national literary resource." [Contact: National Dyslexia Research Foundation, 129 Cabrillo, Suite 100, Costa Mesa, California 92629; 1-800-824-READ or 714-642-7086]

Goal 5 Checklist for Communities

1. **Survey the community.** Who needs what kinds of training?
2. **Take an inventory.** What is already being done by government, businesses, civic groups?
3. **Create skill clinics.** Match people with programs to determine what skills they need and where they need to learn them.
4. **Get the message out.** Many people don't know about these training opportunities.
5. **Make the programs flexible.** Everybody is busy today, so a program needs be flexible timewise.
6. **Measure your results.**

Miami Asks About Computers and Software

Marjorie Acker, Miami, Florida, noted that, while her school has been very generous with books and other materials, more software and computers are needed for literacy education.

Donna Lane responded: "There is more and better software all the time for adults and children, and a lot of times we have groups in the state that screen it to make sure it's appropriate at the adult level." She noted that each state's director of adult education can help communities find good software. "[In Oregon], we do have a catalog of what's been screened and what the teachers and adults would recommend....We are also finding that businesses often will contribute software and equipment. Sometimes there will be an Apple someone isn't using somewhere because they've changed their technology, but it's very good for educational software." Secretary Alexander added: "You mentioned Apple and I know in Miami, I saw some of the IBM Writing to Read Programs in place there, so many of the computer companies are very anxious to help."

Houston Asks About Federal Programs

Gary Fuller, Houston, Texas, asked if there is a national group that ties in technical education and workplace literacy.

Benita Somerfield responded: "I know at the Department of Labor, there is an office that looks specifically at different technology systems that are available in the area of workplace literacy. Ed Bales added: "The Tech-Prep Program or the 2+2 Program that the Department of Education has been involved with is really trying to link technical education and the needs of the workplace...in high school all the way through the community college. We have seen that process be very effective to develop curriculum around many, many technical areas."

Donna Lane noted that Oregon uses Carl Perkins federal money to develop the 2+2 Program and the Tech-Prep Program. "The Tech-Prep Program is probably the most rapidly increasing federal program in that area," said Secretary Alexander. [For more information on federal programs, contact: Betsy Brand, Assistant Secretary for Vocational and Adult Education, U.S. Department of Education, Washington, D.C. 20202, 1-800-USA-LEARN]

Hattiesburg Asks About Allocating Resources

Dwight Dyess, Hattiesburg, Mississippi, asked about resources for tech-prep and vocational education.

"That is pretty much a state's right, and every state tackles it differently," said Donna Lane. "...[It's] important that your state is organized... and that you work together in a partnership....We have a Workforce Quality Council [which is] the over-arching committee that is responsible for making sure we have the professional technical education and training. They set specific goals...."

Literacy and Lifelong Learning

San Antonio Asks About Coordination

Joe Rust, San Antonio, Texas, asked for a recommendation for one program or a set of programs which, through lifelong learning, can help San Antonio accomplish Goal 5.

Benita Somerfield responded: "There's a tremendous amount going on already in San Antonio. The first thing I would do is check and see what's already in place. One of the major problems we have in this whole adult literacy area is that we are very fragmented....The best place to find out would either be through the mayor's office or through your state department of education." [For a copy of "What Other Communities Are Doing...Goal 5," contact 1-800-USA-LEARN.]

Hattiesburg Asks About Incentives

Skip Grubb, Hattiesburg, Mississippi, asked about private industry helping fund programs to ensure the literacy skill of perspective employees.

We [Motorola] have taken on the responsibility of providing our employees the basic skills," said Ed Bales. "We have spent an enormous amount of time and effort during the working hours of providing English as a Second Language classes, basic math and reading skills, and we are doing it through a lot of innovative techniques. But that's from our existing workplace. We do assessment and testing of all of our potential candidates for employment now so that the new employees coming in have the level of necessary skills that we know we need to build off of."

Denver Asks About Teaching Priorities

Pat Thomas, Denver, Colorado, asked what each panelist sees as the number one priority for educators in literacy areas.

Benita Somerfield said: "In my experience, in the adult literacy field, the priority has to be based on the goals of the students....When the teachers set the priority...very often you will lose the student. For example, if somebody returns to school to learn English ... [or] get a high school equivalency diploma...then that's what needs to be taught. It's a partnership between the educator and the learner...."

Donna Lane added: "The one thing we are finding more and more, especially in adult education, is that you don't have to make the choice....We have to learn more and more how to integrate all of this for teaching basic skills and teaching the others."

El Paso Asks About Private Sector Literacy Projects

Kent Byus, El Paso, Texas, asked if there is an association or group that acts as a clearinghouse for private sector projects.

Ed Bales responded: "....There really is no national clearinghouse. The National Alliance of Business, the Chamber of Commerce and the Business Roundtable are the three major private sector organizations that have an enormous amount of focus on education, and each of them have a little different segment of it. Any one of those three organizations can provide you a lot of information, a lot of expertise about what is going on in the rest of the country." [Contact: National Alliance of Business, 202-289-2888 ; U.S. Chamber of Commerce, Office of Workforce Preparation and Quality Education, 202-463-5525; Business Roundtable, 202-872-1260.]

"I would just add one other group," said Benita Somerfield. "That's the Business Council on Effective Literacy in New York, which has an enormous data base of successful workplace literacy programs...." [Contact: Business Council for Effective Literacy, 1221 Avenue of the Americas, 35th Floor, New York, NY 10020]

Secretary Alexander added: "One more group, the America 2000 Coalition, a coalition now of 70 non-profit organizations who have brought themselves together to be helpful to communities just like yours." [Contact: AMERICA 2000 Coalition, 1825 K Street N.W., Suite 1010; Washington, D.C. 20006; 202-835-2000]

Spearfish Asks About Graduating With Skills

Sherry Ewing, Spearfish, South Dakota, asked about establishing checks in schools to ensure that students graduate with adequate skills.

Secretary Alexander responded: "It just so happens I was with your governor, George Mickelson [recently], and one of the efforts that he and the State Board of Education have made [there] is to create a set of report cards and to focus on accountability so that communities will know what the results are. In fact, that's the focus of the President and almost all of the governors. Goal Number 3 of the National Education Goals talks about national standards in math, science, English, history and geography that could be adopted in Spearfish, South Dakota, and then a national examination system, which you also could use...."

Broward County Asks About Small Businesses and Training

Judy Zinn, Broward County, Florida, asked how — with 60 percent of the workforce in the United States employed in small businesses — employees of these small businesses can experience the same achievement that Motorola is able to offer its employees or IBM can offer its employees.

Secretary Alexander noted that one answer might be the local community college, and several of the panelists stated that the course fees are usually very reasonable. " About one-half of our students in America right now have a federal grant or a loan to help pay for college," said Secretary Alexander. Donna Lane added that Oregon has a strong community college network, noting that it's fairly common in the states for a small business development group to work with small businesses and community colleges. "Often we'll form consortiums of small businesses in a particular field," said Lane. Ed Bales responded: "The partnership between Motorola and community colleges says, 'here are what the needs are from our place.' We have found them very flexible and willing to adapt....We [also] are in consortiums with other large

See Goal 5, page 4

Democratic Governor Ben Nelson: ***AMERICA 2000 Not a Partisan Issue***

One of the callers during the November Satellite Town Meeting was Nebraska Governor Ben Nelson (D), chairman of the National Education Goals Panel and one of the first governors to move forward with AMERICA 2000 in his state. During the phone conversation, Secretary Alexander asked the Governor about the future of NEBRASKA 2000 under the Clinton Administration. Governor Nelson replied:

> *"It's going to continue on, because it's been a bipartisan effort on behalf of all people. I think President Bush is to be complimented, as well as Governor Clinton, for not making this a partisan issue in this very hotly contested Presidential campaign. I certainly have the greatest respect for President Bush continuing this program, and I know that Governor Clinton — as President Clinton — is interested in continuing it. Education is too important to politicize and make a partisan issue, and they're both to be complimented for that."*

U.S. DEPARTMENT OF EDUCATION
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Issue No. 43

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Permit NO. G-17

FIRST CLASS

Goal 5, continued

corporations."

Secretary Alexander added: "I think a short answer, taking all of that together for a small business, is that...a great opportunity in America is the community college and the state technical institute [with] a relatively low tuition and with federal help to pay for scholarships for low income families. That, plus a very small supplement from the small business, might make that sort of training more available than most people think."

Wausaukee Asks How Communities Can Identify Illiterate Adults

Jack Zore, Wausaukee, Wisconsin, asked how communities can identify people who cannot read or write so that they can be helped — especially because many are good at concealing the fact that they are illiterate.

Donna Lane responded: "There are several answers to that because we have done a state-wide survey. A lot of it is training your community — your personnel directors are a good group to start with....The libraries have been very helpful in helping us identify people who may not be able to read and write...." Benita Somerfield added: "We have found when good programs exist and they're in the community, where people need help, very often those people will come forward....Publicity campaigns have been wonderful, getting things like Project Literacy U.S. moved us miles ahead."

Ed Bales said: "[At Motorola] we have what we call the basic ability to test them, and we now assess all of our existing employees before they can move into the next level jobs....[at our headquarters, outside Chicago] we will have 15 classes a week during working hours...whatever their needs are, and we do set up an individualized development plan. In fact, everybody in Motorola has an individualized development plan to look at their annual training that's required."

Laredo Asks About Fine-Tuning JTPA

Blas Castaneda, Laredo, Texas, noted that the federal Job Training Partnership Act [JTPA] has been a very critical factor in providing essential services. Castaneda asked whether there will be a fine-tuning of JTPA to help provide more pre-training in the workplace.

Donna Lane responded: "We work very closely in partnership with JTPA...to prepare people for the workforce. It is limited to people who qualify in certain ways. Usually there is another program that they will qualify for if they don't qualify for that. Many of those, of course, are at the state level." Secretary Alexander added: "Because of that, one of the things that AMERICA 2000 has recommended is a Skill Clinic, which is a place at a business where a person could go and say, 'tell me all of the options.' This goes back to the inventory, the list of places in a community in Laredo that a person might go to."

Benita Somerfield said: "Just thinking at the federal level, in addition to JTPA, there are also workplace literacy grants that come from the Department of Education from that same office." Secretary Alexander said that new grants are coming now from the newly-established National Institute for Literacy, part of the National Literacy Act. "I think we are going to be seeing some new legislation, from what I am hearing, to strongly encourage businesses to invest in the skill development of the workforce...," said Secretary Alexander. Donna Lane added: "The Welfare Reform Act has made a tremendous impact on preparing people for work, a much more humane act than we've ever had as far as transitioning people into work and actually giving them the training and development....Each state is eligible for federal welfare money if they match it at the state level, where the purpose is to provide training for people to get them back in to the workforce as quickly as possible." [Contact:Office of Job Training Programs, U.S. Department of Labor, 202-219-6236; National Institute for Literacy, 202-632-1500]

The National Education Goals

By the year 2000:

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English; mathematics; science; history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
4. U.S. students will be first in the world in science and mathematics achievement.
5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

OMAHA Will be Featured During Next Satellite Town Meeting

February's Satellite Town Meeting will highlight OMAHA 2000, launched in September 1991 and one of the nation's first AMERICA 2000 Communities. Nebraska Governor Ben Nelson (D), chairman of the National Education Goals Panel, will host the meeting which will take place on February 9, at 8:30 p.m. Eastern Time. The meeting will include a discussion by several Omaha leaders about their community-wide effort to achieve the National Education Goals. The Goals Panel's national role also will be featured.

During the AMERICA 2000 Satellite Town Meeting on January 12, Gov. Nelson telephoned Secretary Lamar Alexander to discuss Omaha's plans for the meeting. "Our hope is that [AMERICA 2000 Communities]...will garner some practical insights from the experiences of Nebraska's teachers, our business and community leaders," said the Governor. He noted that OMAHA 2000 recently issued a community-wide record to measure progress toward the goals, which will be discussed during the meeting. "Organizers are preparing a packet of information to send to community leaders," said the Governor.

Next month's satellite coordinates are:

C-Band: Satellite: Galaxy 6; Transponder 7; Horizontal polarization; Downlink frequency, 3840 Mhz; Audio subcarrier: 6.2 and 6.8

Ku-band: Satellite: Spacenet 2; Transponder 22; Horizontal polarization; Downlink frequency 11980 Mhz; Audio subcarrier: 6.2 and 6.8

The National Education Goals in Brief...

1. All Children Ready for School
2. 90% Graduation Rate
3. All Children Proficient in at Least Math, Science, English, History, and Geography
4. First in the World in Math and Science
5. Every Adult Literate and Able to Compete in the Work Force
6. Drugs and Violence Out of Schools

AMERICA 2000

NUMBER 22, WEEK OF JANUARY 13, 1992 U.S. DEPARTMENT OF EDUCATION

Coalition Tops the 80-Mark

AMERICA 2000 Communities to Have New Resources

The AMERICA 2000 Coalition, in an effort to provide additional resources to AMERICA 2000 Communities, has added AMERICA 2000 Community contacts to its mailing list for "Going for the Goals," the Coalition's newsletter. The Coalition, established last September, is a non-profit, private sector alliance of national organizations which is promoting the achievement of the six National Education Goals, community by community.

The next issue of "Going for the Goals" will include a sampling of Coalition members organized by National Education Goal, with a brief description about how the individual organization can help communities achieve that particular goal. Each Coalition member provides a name and telephone number. The next newsletter will be mailed in mid-January.

As part of its initiative to become a resource to communities, the Coalition also will include AMERICA 2000 Communities in a new "user-friendly" electronic network. Still in the planning stages, the network will specialize in education reform initiatives to assist communities and Coalition members in exchanging information via computer about achieving the six National Education Goals.

Leslye Arsht, president of the Coalition, said that the network will contain 'how to' help for communities starting reform efforts tied to the Goals, as well as provide a means for Coalition members and communities to share various approaches to meeting each goal. "We think AMERICA 2000 Community organizers are a uniquely diverse audience," said Arsht. "We hope to make the 'network' accessible to other computer network users as well."

Funding for the coalition is provided by the Richard King Mellon Foundation, Merrill Lynch and Company, Inc., and Siemens Corporation. Ed Donley, former chairman of Air Products and Chemicals, Inc., and a former chairman of the U.S. Chamber of Commerce, is chairman of the Coalition's Board of Directors.

To date, 84 organizations are members of the Coalition. They are:

Air Products and Chemicals, Inc.
Allstate Insurance Company
American Association for Adult and Continuing Education
American Foundation for the Blind
American Standard Inc.
Association for Women's Health, Obstetrical, and Neonatal Nurses
Automation Forum
Binney & Smith, Inc., makers of Crayola-brand products
The Business Roundtable
Careers for Youth Foundation
Center for Civic Education
Chemical Heritage Foundation
Child Welfare League of America
Citizens' Scholarship Foundation of America, Inc.
Council for Academic Excellence, Inc.
Educational Development Corporation
Educational Systems, University of Kansas
The Emeritus Foundation
Family Service America, Inc.
J.L. Hammett Co.
Akron Oxygen & Supply Co., Inc.
The Aluminum Association, Inc.
American College Testing
American Gas Association
American Red Cross
American Trucking Associations
Association of School/Business Partnership Directors
BLS, Inc.
Bravo Network
Business & Education Foundation
Can Manufacturers Institute
Carnegie Mellon University
Challenger Center for Space Science Education
Cities In Schools, Inc.
Close Up Foundation
The College Board
Edison Electric Institute
The Educational Publishing Group, Inc.
Electronic Industries Association
Entergy Corporation
Girl Scouts of the U.S.A
Hewlett-Packard Company

See 80-Mark, page 4

84 Schools Honored With

Eighty-four schools across the country received the Department's "A+ for Breaking the Mold" award during 1992. The award — announced by Secretary Lamar Alexander on September 1 — has been awarded daily to innovative schools, programs or practices that are making progress toward reaching the six National Education Goals. Following are descriptions of the most recent "A+" award winners announced during November and December.

Grouping Students of Different Ages

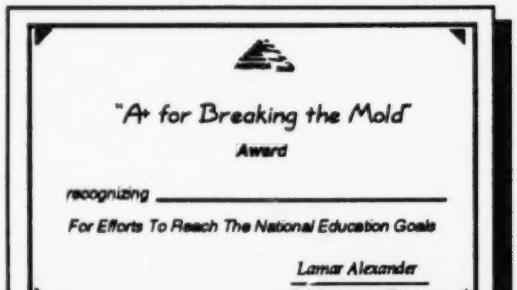
On Nov. 2, the "A+" award went to **Beacon Day School, Oakland, Calif.,** for its non-traditional method of grouping students and for offering year-round classes. Beacon Day School is open every day of the year — except holidays — and students take time off when it fits the parents' schedules. Nearly all of the students' parents volunteer at the school, and the school also offers parent education and child development courses. [Contact: Leslie Medine, Beacon Day School, 2101 Livingston Street, Oakland, CA 94606]

Helping School Children Learn About Democracy

Before every election, students in Arizona learn about the American electoral process through **Kids Voting Arizona,** the "A+" winner on Nov. 3. Students "voted" at a kids voting poll on election day, after learning about the voting process during the school year. The inspiration for Kids Voting came during a trip to Costa Rica by three Arizona business people. [Contact: Chloe Kavanaugh, Executive Director, Kids Voting- Arizona, c/o Arizona Public Service Company, P.O. Box 53999, Phoenix, AZ 85072-3999]

Teaching Students How to Read through Law and Government

On Nov. 4, **Michel Middle School, Biloxi, Miss.,** received the "A+" award. Eighth grade students at the school use materials from the Mississippi Bar Association and other writings to increase their reading achievement. As a result, eighth grade students' reading and vocabulary scores increased substantially. [Contact: Pam Manners, Michel Middle School, 1400 Father Ryan Avenue, Biloxi, MS 39530]



Each recipient of the "A+ for Breaking the Mold" Award receives a certificate and bookmarks for the students.

Students Learn how to "Map the World"

Any student's fears about learning geography are laid to rest with **Mapping the World by Heart,** the "A+" winner for Nov. 5. The hands-on program relates geography to other school subjects, using a variety of methods to make studying geography fun and relevant. [Contact: David Smith, Mapping the World by Heart, 4 Blanchard Road, Cambridge, MA 02138]

Zuni Reservation Heightens Cultural Awareness

On Nov. 6, **The Zuni Public Schools, Zuni, N.M.,** received the "A+" award for building public support to create their own school system that included bringing in many tribal customs from the Zuni Indians. The school system also introduces its students to other cultures through student exchanges. Since 1980, these improvements have increased attendance rates from 76 to 92 percent. [Contact: Hayes Lewis, superintendent, Zuni Public Schools, P.O. Drawer A, Zuni, NM 87327]

Philadelphia School Uses "Charter School" Approach

On Nov. 9, the "A+" award went to **Simon Gratz High School, Philadelphia, Pa.** The school features "charters," or schools-within-the-school, where nearly half of the school's 2000 students are enrolled. Each charter focuses on a different theme — one example is the Center for Creative Communication, where students learn about the creative arts. The school also has a successful dropout program that includes a "parent corps" to increase parent involvement in education. [Contact: Margaret Holloman, principal, Simon Gratz High School, 18th and Hunting Park Avenue, Philadelphia, PA 19140]

Minnesota Charter School Programs Receive Award

Two Minnesota charter school programs received the "A+" award on Nov. 10. **The Community Learning Centers Design Team and the City Academy Charter School, St. Paul, Minn.,** were cited for giving more choices to families and more learning opportunities for students. The Community Learning Center will announce the sites of ten Minnesota charter schools in early April, 1993. The City Academy Charter School is already operational, serving students ages 16-21 who have not succeeded elsewhere. [Contact: David Alley, Designs for Learning, 449 Desnoyer, St. Paul, MN 55144; and Milo Cutter, City Academy Charter School, St. Paul, MN]

Insurance Company Provides Scholarships for Disadvantaged Children

The "A+" award winner for Nov. 12 went to **The Golden Rule Insurance Company, Indianapolis, Ind.,** which, for the past two years, has helped low- and middle-income families with scholarships to fund up to half of the cost of private school tuition. This year, more than 900 students are funded, with 325 on the waiting list. [Contact: Tim Ehrgott, Golden Rule Insurance Company, Golden Rule Building, 7440 Woodland Drive, Indianapolis, IN 46278]

Training the Workforce for Today's Global Economy

On Nov. 13, **Milliken & Co., Spartanburg, S.C.,** a textile company, received the "A+" award for developing education centers to train employees by offering job-related courses, adult basic education courses and foreign languages. [Contact: Patsy Hammett, Milliken & Co., P.O. Box 1926, M285, Spartanburg, SC 29304]

Helping People on Public Assistance

On Nov. 16, the "A+" award went to **Cleveland Works, Inc., Cleveland, Ohio,** for its program to help people on public assistance train for and keep full-time jobs. The training program runs several weeks, and students can use other services, such as legal and health clinics, until they are matched with a job. Cleveland Works also has a "Beat the Streets" program that focuses on inner-city young fathers. [Contact: David Roth, Cleveland Works, Inc., Atrium Office Plaza, 668 Euclid Avenue, Suite 800, Cleveland, OH 44114]

California Program Helps Dislocated Workers

On Nov. 17, the "A+" award went to the **NOVA-STAR Program, Sunnyvale, Calif.,** for its efforts in helping retrain displaced employees of the defense, high-tech and heavy manufacturing industries in California's Silicon Valley. The center helps about 2,500 people each year — from assembly line workers to managers. Program officials say that 70 percent of participants find new jobs within three months of completing training. [Contact: Michael Curren, NOVA-STAR, 505 West Olive Street, Suite 550, Sunnyvale, CA 94086]

Bringing Science Education to Rural School Districts

Two mobile science projects received the "A+" award on Nov. 18. **The Chemistry Van Project, Huntingdon, Pa.,** works out of Juniata College with a grant from the National Science Foundation. A certified teacher travels with the mobile science education unit, to 25 high schools six times a year, offering classes and scientific experiments to students. **The Mobile Science**

"A+ for Breaking the Mold" Awards

Project, Evergreen, Colo., visits nearby school districts, showing middle and high school teachers simple and inexpensive hands-on experiments. [Contact: Don Mitchell, project director, Chemistry Van Project, Juniata College, BSC Building, 1700 Moore Street, Huntingdon, PA 16652; and Sue Anne Berger, director, Mobile Science Project, 6372 South Annapurna Drive, Evergreen, CO 80439]

"MegaSkills" Program Teaches Parents to Help Their Children Learn

On Nov. 19, **The MegaSkills Program, Washington, D.C.,** was given the "A+" award for its program which teaches confidence, motivation, common sense and problem solving. MegaSkills are taught through workshops for parents, teachers or Chambers of Commerce representatives. [Contact: Dorothy Rich, The Home and School Institute, 1201 16th Street, NW, Washington, DC 20036]

Business and Education Partnerships form Their Own School

On Nov. 20, the "A+" award went to **The Corporate/Community School, Chicago, Ill.,** funded by the local business community, which features an 11-month school year, an extended day, and a non-graded learning environment. School officials say that the costs per pupil are lower than at the public schools. [Contact: Elaine Mosley, Corporate/Community School, 751 South Sacramento, Chicago, IL 60612]

Teaching Reading to Inner-City Students

On Nov. 23, the "A+" award went to **Wesley Elementary School, Houston, Texas,** for its reading skills program, which uses a combination of one-on-one instruction and computer technology. Success is evident at the school as well, with an attendance rate of 96 percent and test scores that are consistently higher than city averages. [Contact: Thadeus Lott, principal, Wesley Elementary, Houston, TX]

Attendance Rate Soars

Non-traditional methods of student grouping, a new process of evaluation and a comprehensive graphic arts program are just a few of the reasons why **Pasadena High School, Pasadena, Calif.,** has seen attendance rates increase from 68 to 92 percent in just a short period of time. At the "A+" award winner for Nov. 24, classes are organized in "houses," with 400-450 students per house. Student progress is evaluated through exhibitions that demonstrate students' mastery of school courses, which includes a three-year graphic arts program, run in partnership with local associations and colleges. [Contact: Judy Codding, principal, Pasadena High School, 2925 East Sierra Madre Boulevard, Pasadena, CA 91107]

Keeping Up with the Modern Marketplace

On Nov. 25, **Greenville Technical College, Greenville, S.C.,** received the "A+" award for its programs that give students and workers the skills needed to compete in a global economy. Students "own" their education process by adapting the curriculum to best fit their needs. The college also houses the Michelin Training Center, used to help teach high-tech courses to both Michelin employees and college students. [Contact: Thomas Barton, president, Greenville Technical College, Greenville, S.C.]

Alternatives to High-Cost Private Schools

On Nov. 30, the "A+" award went to **The Sussex School, Missoula, Mont.,** for offering parents an alternative to higher-priced private schools and the public school system, based on a family's ability to pay. The school, established in 1971 by a group of parents and a teacher, has grown from six students to 73, with 400 on the waiting list. [Contact: Bente Winston, director, Sussex School, 1800 South 2nd Street, Missoula, MT]

Hudson Institute's "Modern Red Schoolhouse"

State-of-the-art educational technology, combined with a classical core curriculum, equals **The Modern Red Schoolhouse, Indianapolis, Ind.,** the "A+" award winner for Dec. 1. The design is one of 11 designs selected for funding by the New American Schools Development Corporation. Initial sites for the design include schools in Indiana, North Carolina, Arizona and New York. The curriculum will include programs from the Departments of Education and Labor, as well as professor E.D. Hirsch's "Cultural Literacy." [Contact: Sally Kilgore, The Hudson Institute, Herman Kahn Center, P.O. Box 26-919, Indianapolis, IN 46226]

Los Angeles Program Reaches Inner-City Students

On Dec. 2, the "A+" award went to **The Humanitas Program, Los Angeles, Calif.,** for its success in increasing reading, writing and verbal skills and decreasing dropout rates of inner-city students. The program creates "communities of scholars" through special classes that combine traditional humanities subjects such as history, literature and composition taught by teacher teams. [Contact: Karin Kunstmann, project coordinator, Humanitas, 315 West Ninth Street, Suite 1110, Los Angeles, CA 90015]

Assessment Program Uses Nontraditional Approach

At the **Maryland Performance Assessment Program, Baltimore, Md.,** the "A+" winner for Dec. 3, students are asked to do a series of tasks that are thematically integrated and that cross content lines. All students in the third, fifth and eighth grades are tested and rated on a proficiency level scale. [Contact: Robert Gabrys, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201]

Improving Teacher Skills and Knowledge

Schools in the lower Mississippi River Delta get a big boost every year from the **Delta Teachers Academy, Atlanta, Ga.,** the "A+" winner for Dec. 4. The Academy sends college professors to work with elementary and secondary school teachers in seven states, also offering a two-week summer institute at the University of Mississippi. Seminars focus on content, rather than on how to teach. [Contact: Andrea Fowler, The National Faculty, 1676 Clifton Road, Atlanta, GA 30322]

Oregon Elementary School Overcomes Unique Challenges

On Dec. 7, the "A+" award went to **Richmond Elementary School, Salem, Ore.,** for helping inner-city students succeed academically and socially. Many of the school's students come from low-income families with some having a parent who is incarcerated at a nearby prison facility. The school uses a program called "Discipline with Love and Logic," which helps teachers discover ways to resolve conflicts and to teach students life-survival skills. Students have responded favorably, scoring at or above average on state reading, literature and math assessments. [Contact: Kathleen Bebe, principal, Richmond Elementary School, 466 Richmond Avenue, SE, Salem, OR 97301-6799]

Connecting Academic Instruction to Real-Life Experiences

The Alice Carlson Applied Learning Center, Fort Worth, Texas, received the "A+" award on Dec. 8 for helping kindergarten through fifth grade students make the connection between skills learned in school and skills needed in life. The center uses school-wide themes, such as the relationship between media and politics, to guide curriculum development and classroom instruction. [Contact: Sally Hampton, Carlson Applied Learning Center, 3320 W. Cantey, Fort Worth, TX 76109]

"Smart-Classroom, Smart-School" Concept Recognized

On Dec. 9, **The Hueneme School District, Port Hueneme, Calif.,** was cited as an "A+" winner for its "Smart-Classroom, Smart-School" program which uses an interactive computer network to provide students with individualized attention and easier access to information. The program also features "Lab 2000," where students apply skills learned in class to their daily lives through computer simulations of real-life activities. [Contact: Ron Rescigno, superintendent, Hueneme School District, 205 North Ventura Road, Port Hueneme, CA 93041]

Offering a Safe Alternative for Inner-City Students

On Dec. 10, the "A+" award went to **Timilty Middle School, Roxbury,**

See 84 Schools, page 4

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FIRST CLASS

84 Schools, *continued*

Mass., a city-wide magnet school located in inner-city Boston. Students attend class seven and one half hours a day, Monday through Thursday, and six hours on Friday. The school prides itself on its "violence-free" zone, where students themselves have helped start programs in conflict mediation and non-violence instruction. [Contact: Roger Harris, principal, Timilty Middle School, 205 Roxbury Street, Roxbury, MA 02119]

Adapting Classics Models of Teaching

The Wilhelm Schole, Houston, Texas, which presents material from a historical perspective with studies in early African, Asian, Greek, Arabic and Roman civilizations, received the "A+" award for Dec. 11. The school uses these classic models of teaching in a curriculum integrating the arts, sciences and humanities. Five-year-old students are reciting and writing poetry in English, Spanish and French. [Contact: Marilyn Wilhelm, The Wilhelm Schole, 4242 Richmond, Houston, TX 77027]

Problem-Solving Using Material Science

On Dec. 14, **Richland High School, Richland, Wash.,** received the "A+" award for "Material Science and Technology," a vocational program combining the study of chemistry, physics, engineering, mathematics and crafts. The school has developed a partnership with Battelle Pacific Northwest laboratories that provides mentoring for students and practical, hands-on experience for teachers. [Contact: Darrel Reisch, principal, Richland High School, 930 Long Avenue, Richland, WA 99352]

New Jersey District Recognized for High Graduation Rate

The Union Public Schools, Union, N.J., received the "A+" award Dec. 15, for helping students succeed academically through a variety of programs, which have achieved 96 percent graduation rate and an 80 percent postsecondary attendance. Among the programs are a preschool program for four year olds and partnerships with local businesses. [Contact: James Caulfield, superintendent, Township of Union Public Schools, 2369 Morris Avenue, Union, NJ 07083-5712]

"Accelerated Schools" Model

On Dec. 16, the "A+" award went to **Burnett Academy, San Jose, Calif.,** an inner-city school that has incorporated Henry Levin's "Accelerated Schools" model. "Tracking" has been eliminated, and all eighth graders take algebra. The curriculum stresses research, problem-solving and hands-on activities. [Contact: Michael O'Kane, principal, Burnett Academy, San Jose, CA]

State Assessment Program Recognized

Kentucky was recognized by the "A+" award program for its assessment program, which requires "nontraditional" testing for all 4th, 8th and 12th grade students. The assessment program uses portfolios, an assessment "event" stressing learning in a real-life setting, and an essay/multiple choice test. Each school has its own two-year goal. [Contact: C. Scott Trimble, director, Kentucky Department of Education, Division of Accountability, 500 Mero Street, Frankfort, KY 40601]

Business Helps School Library

On Dec. 18, the final "A+" award for 1992 went to **Pacific Theatres, Los Angeles, Calif.,** for working to improve public school libraries and encourage student reading. Employees of Pacific Theatres are working with teachers and administrators at a Huntington Park Elementary school to expand and renovate the school's library. [Contact: Dan Chernow, Pacific Theatres, 120 North Robertson Boulevard, Los Angeles, CA 90048]

80-Mark, *continued*

IBM Corporation, Southern Region
Independent Bankers Association of America
Industrial Research Institute, Inc.
Jobs for America's Graduates, Inc.
KidsPeace Corporation
Kroger Company
Laubach Literacy Action
Literacy Volunteers of America, Inc.
Manufacturing Jewelers and Silversmiths of America
Mind Extension University: The Education Network
Minnesota Mining & Manufacturing Co. (3M)
Motorola, Inc.
National Alliance of Business
National Association of Partners in Education, Inc.
National Association of Temporary Services
National Center for Family Literacy
National Community Education Association
National Council of La Raza
National Electrical Manufacturers Association
National Energy Foundation
National Executive Service Corps
National Institute of Former Governors
National Science Resources Center
National Thanksgiving Foundation
National Urban League
The One to One Partnership Inc.
Pennsylvania Power & Light Company
Points of Light Foundation
Rohm and Haas Company
Reingold & Associates, Inc.
The Salvation Army
SER — Jobs for Progress, Inc.
Siemens Corporation
The J.M. Smucker Company
United Services Automobile Assoc. (USAA)
United States Chamber of Commerce
United States Space Foundation
University Support Services
Vanderbilt University
Very Special Arts
Wal-Mart Stores, Inc.
YWCA of the U.S.A.

For more information about the Coalition, contact the AMERICA 2000 Coalition; 1825 K Street N.W., Suite 1010; Washington, D.C. 20006; 202-835-2000.

ED Releases New School-to-Work Brochure

The U.S. Department of Education has published "Blueprint for a School-to-Work System," a brochure to help communities establish systems to help their students move successfully from school into the work place. To receive a copy, contact the Office of Vocational and Adult Education, U.S. Department of Education, 330 C Street, S.W., Room 4090/MES, Washington, D.C., 20202-7100, 202-205-5451.

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